

# LOYOLA UNIVERSITY

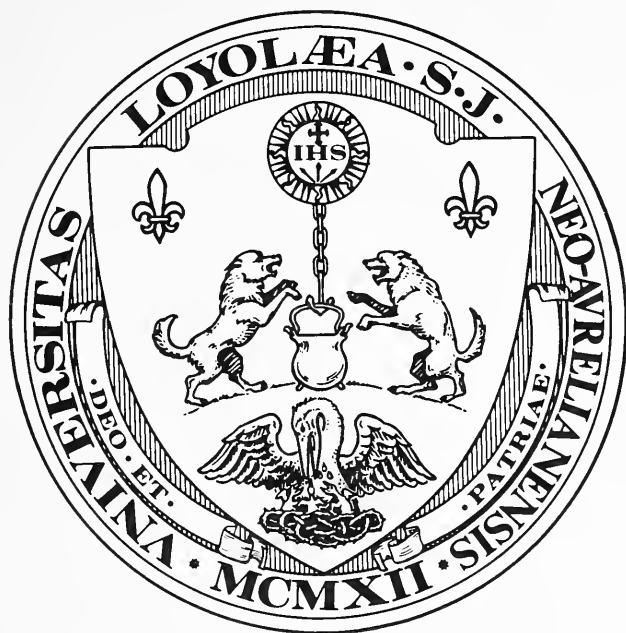


## GRADUATE BULLETIN

1973-1975

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The Bulletin of  
LOYOLA UNIVERSITY  
Graduate Studies Issue



*Ad Majorem Dei Gloriam*

1973-1975

Containing the programs in Arts and Sciences,  
Business, Education,  
and Music

New Orleans

LOYOLA UNIVERSITY BULLETIN

Vol. LV

1973

No. 4

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Loyola University, Incorporated April 15, 1912. Authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

The Legal and Corporate Title of the University is "Loyola University, New Orleans".

All donations, endowments, legacies, bequests, etc., should be made under this title.

Loyola University fully supports and complies with Title VI of the Civil Rights Act of 1964 and does not discriminate in any way in any of its policies on the basis of race, sex, color, or national origin.

#### ENQUIRIES:

All Graduate Admissions; Bulletins & Information:

Dr. Earl Retif, Dean of Admissions and Records—Ext. 502

Housing; Campus Life:

Mrs. Lynne Neitzschman, Associate Dean of Students—Ext. 552

Financial Aid; Scholarships:

Dr. E. P. Seybold—Ext. 508

Graduate Studies:

Dr. John F. Christman, Director of Graduate Studies—Ext. 378

Requests for Transcripts; Registration; Pre-registration:

Dr. Earl Retif, Dean of Admissions and Records—Ext. 502

The University mailing address is:

Loyola University

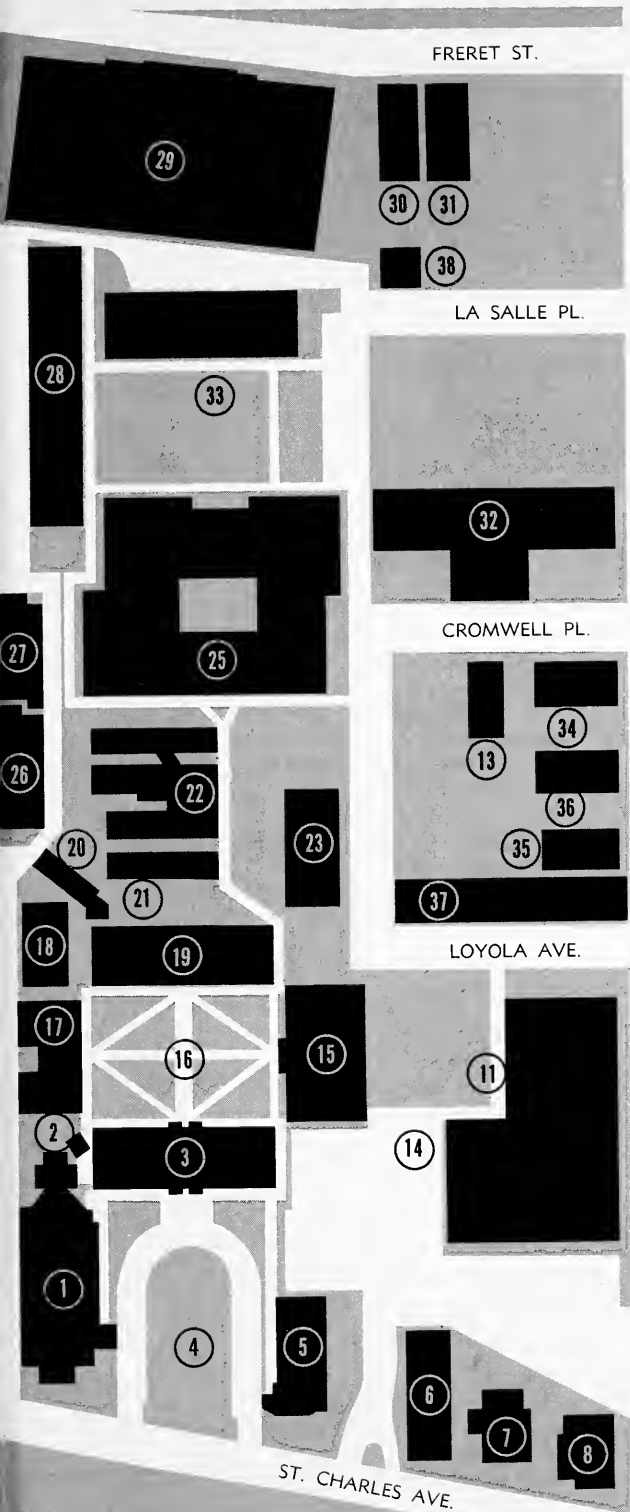
New Orleans, Louisiana 70118

Tele. (504) 866-5471, ext. 502



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1. Holy Name Church
2. Burke Memorial
3. Marquette Hall
4. Horseshoe
5. Thomas Hall
6. Law Building
7. Cummings Hall
8. Music Building
11. Science Complex
13. Administrative Practices
14. Science Complex Parking Lot
15. Library
16. Quadrangle
17. Stallings Hall
18. Blenke Utilities Building
19. Bobet Hall
20. Animal House
21. Drama - Speech
22. Health Sciences
23. Purchasing and Receiving
25. Danna Center
26. Physical Plant Building
27. Maintenance Building
28. Biever Hall
29. Field House
30. Carey Hall
31. Martin Hall
32. Holy Name School
33. Buddig Hall
34. Sociology and Languages
35. Art Building
36. Political Science
37. New Law School
38. Infirmary

*The sections of this bulletin are marked by the two seals that have historically been used by the Society since it began education at its present location. The smaller of the two was used in the old Loyola College bulletins published from 1904 through 1910. The larger seal was used by the newly chartered Loyola University from its inception until 1929. Beginning with 1930 university bulletins have appeared with basically the seal used on the title page of this bulletin.*



## Academic Calendar

### Fall Semester 1973

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#### August

- 4 M.A.T. testing date.
- 11 A.T.G.S.B. testing date.
- 16 Terminal date for admission.
- 30 Registration—Graduate Division, 6:00–9:00 p.m.

#### September

- 3 Labor day. University holiday.
- 4 Classes begin—Late registration fee due.
- 10 Latest date for adding courses.
- 10 Last day to register.
- 10 Last day to add or to change part time - full time status.

#### October

#### November

- 1 All Saints Day. University holiday.
- 3 A.T.G.S.B. testing date.
- 9 Latest date to drop a course.
- 21 Thanksgiving holidays after last class.
- 26 Classes resume.

#### December

- 3–7 Pre-registration for Spring Semester.
- 8 Immaculate Conception. University holiday.
- 12 Last day of class.
- 14 Final examinations begin.
- 15 M.A.T. testing date.
- 21 Final examinations end.



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## Spring Semester 1974

### January

- 3 Terminal date for spring admissions.
- 15 Registration—Graduate Division,  
6:00–9:00 p.m.
- 21 Classes begin. Late registration fee due.
- 25 Last day for late registration.
- 25 Latest date for adding courses or to change Full  
time - Part time status.
- 26 Music Scholarship Auditions.
- 26 A.T.G.S.B. testing date.

### February

- 23 Music Scholarship Auditions.
- 25–27 Mardi Gras Holidays.

### March

- 23 Music Scholarship Auditions.
- 30 A.T.G.S.B. testing date.

### April

- 4–5 Music Comprehensives.
- 5 Latest date to apply for graduate degree gradu-  
ation in May, 1974.
- 10 Latest date to drop a course.
- 10 Easter holidays begin after last class.
- 16 Classes resume.
- 20 Music Scholarship Auditions.
- 22–26 Pre-Registration for Summer 1974 and Fall  
1974.
- 26 Awards Day.
- 27 M.A.T. testing date.

### May

- 9 Last day of class.
- 13 Final exams begin.
- 20 Latest date for submission of grades for all  
candidates for graduation in May 1974.
- 23 Ascension Thursday, University holiday.
- 24 Final exams begin.
- 26 Baccalaureate mass at 4 p.m.
- 27 Commencement. Last day for submission of  
grades for all students.



# THE UNIVERSITY

Loyola is a Jesuit University, founded by the Society of Jesus and chartered in 1912 with ownership vested in the Loyola community of Jesuit fathers. The University offers a wide variety of undergraduate programs, graduate degrees in business, education, music and the sciences, and a professional degree in law.

Loyola is composed of five colleges: Arts and Sciences, Business, City College, Law, and Music. In addition the University has programs in graduate and summer work, and the Institute of Human Relations operates under its auspices. Loyola also owns and operates the WWL radio and television complex in New Orleans. There are no branch campuses or extensions, or affiliated schools, and the University does not offer correspondence study.

All divisions of the University are fully coeducational. Admissions to any unit of the University is granted without reference to race, residence, religion, or sex.

Loyola enrolls about five thousand students during the academic year, and an additional three thousand during the summer. Approximately three-fifths of these students are undergraduates, two-fifths are women, and two-fifths, part time. There are somewhat under three hundred faculty members, and slightly over two thirds are full time. About fifty of these are Jesuits. Both faculty and students are geographically diversified, with under two-thirds coming from the Southern region of the United States.

The University is located in the uptown residential section of New Orleans, on Saint Charles Avenue facing Audubon Park, and covers nineteen acres. On this site are modern high rise dormitories, and a student center built within the last decade. A new multistory science complex containing classroom and office space for many university departments complements the traditional academic buildings of the main quadrangle. A new building for the School of Law will be opened for use in the fall of 1973. Immediately adjacent to the campus is the main campus of the Tulane University of Louisiana, while Saint Mary's Dominican College is three blocks further down Saint Charles Avenue.



## History

The founder of New Orleans, Bienville, dreamed of establishing a Jesuit college here in the early days of the settlement. It was not until the early nineteenth century that the Society of Jesus began the establishment of colleges in

the South, and in the 1830's colleges were operated by the Society in Mobile and the Saint Charles College was established up the river from New Orleans.

In 1847 the Jesuits took steps to found a college in New Orleans. This college was located on the corner of Baronne and Common streets, and the first students reported in February of 1849. The college on Baronne was giving the M.A. degree as early as 1868.

By 1904 another Jesuit college was opened in New Orleans on the site that Loyola occupies today. In 1911 all of the college level departments were moved to this location, and in 1912 the University was officially chartered by the State of Louisiana. It rapidly began to add new schools and colleges: Pharmacy in 1913, Law and Dentistry in 1914, Music in 1932, and Business Administration in 1947.

In 1909 a spark-gap transmitter was started on campus as a part of the Physics department. By 1922 it had matured into WWL radio, and in 1935 it became the CBS affiliate in New Orleans. Today it is one of the few fifty thousand watt clear channel stations in the country. In 1957 the University branched into television with WWL-TV. Both radio and television stations are a part of Loyola University, and besides providing much needed financial assistance they furnish the media by which Loyola serves a larger public. They also provide technical assistance to the Department of Communications.



## Purpose

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip man to know himself, his world, his potential, and his Creator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college—each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a foundation of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and branch new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should achieve excellence in theological instruction and scholarship. Catholic teaching should be present in some structured way, not in order to foster a uniform system of thought but to give theology its true place among the disciplines of higher learning and to aid the student to form his own world view.

Loyola is aware of the great need for innovation in undergraduate education due to the increased importance of the verbal-visual aspects of our culture, the ready availability of information banks, the inability of ordinary courses and structures to meet problems of personal growth, and the importance of non-cognitive elements in education. Because of her size and private status, Loyola is in a unique position to start experimental programs and try new approaches in undergraduate and professional education. Loyola should take advantage of this situation with the full realization that lack of change often implies more risks than change itself.

Loyola is a university located in New Orleans which looks forward to her place in the community of the 1970's. Her impact on the community will be in direct proportion to the number of leaders that she produces. Leadership is the result of thorough discipline and competent training in theoretical areas.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of Truth and Christian wisdom. In such a community, faculty are in contact with centuries of accumulated wisdom and of the need to shape this wisdom for a new day. Loyola graduates, by reason of their formative contact with this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. They should nonetheless be capable of principled judgment in the face of complexity and ambiguity; and humanely keen—or divinely moved—to leave behind them a better world than they found.



## Graduate Studies

The Jesuit colleges in New Orleans offered graduate work leading to an M.A. as early as 1868 at the Baronne Street campus, and the newly chartered Loyola University offered graduate and postgraduate work from its inception.

The growth of the University's graduate programs led to the development of a Graduate Council in 1964. In 1971, the position of Director of Graduate Studies was established to give appropriate administrative direction to the development of the entire graduate program. The current Director is John F. Christman, Ph.D.

Students may pursue courses of study leading to the degree of Master of Education in five fields, Master of Music Education, Master of Music Therapy, Master of Business Administration, Master of Science in Biological Sciences, Master of Science in Mathematics, Master of Science in Teaching Chemistry, Master of Science in Teaching Mathematics, and Master of Science in Teaching Physics.

Students who possess the Master of Education degree may enroll in graduate courses to obtain additional academic credit.

The University is accredited by the Southern Association of College and Secondary Schools, by the National Council for Accreditation of Teacher Education, and is a member of American Association of Collegiate Schools of Business, the Association of Jesuit Colleges and Universities, the National Catholic Education Association, the Association of American Colleges, the American Association of Colleges for Teacher Education, and the National Association of Summer Schools.

The University has been approved by the Louisiana State Board of Education for teacher education.





# ADMISSIONS

ADMISSION to the graduate divisions of Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate committee of the Graduate Council and of the major programs examine the applicant's records for evidence of potential for graduate study.

The program is devised to select graduate students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex or creed. Specific standards have been established by the Graduate Council appointed by the President. These requirements are listed under "Academic Requirements for Admission."

There are separate admissions standards for students who seek professional improvement but do not seek a degree, and these are listed under the category "Special Admissions."

## INSTRUCTIONS FOR MAKING APPLICATION

1. Applications should be requested from the Office of Graduate Admissions, Loyola University, Box 87, New Orleans, Louisiana 70118. There is no priority based upon date of application, but there are deadlines for the receipt of all credentials, which includes an application, \$15.00 non-refundable application fee, transcripts showing all previous college work, and recommendation letters. The Graduate Council should have received the completed application with all necessary credentials before 16 August for the fall term, those for the spring before 3 January and for the summer before 17 May.

2. The applicant must have one copy of each transcript of all previous academic work sent to the Office of Graduate Admissions, Box 87, Loyola University. These transcripts are not returnable.

3. A non-refundable application fee of \$15.00 is charged for making application and must accompany an application for admission. Applicants desiring campus housing must send a \$50.00 housing deposit to the Director of Housing. This deposit is not refundable, but is credited to the student's account in the Office of Finance, and the amount is deducted from the expenses for the first semester in which the student matriculates.

## ACADEMIC REQUIREMENTS FOR ADMISSION

A candidate for admission must present as proof of his preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in the appropriate field for his graduate work, and at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence.

Admission to the graduate division allows the student to enroll in all gradu-

ate courses not restricted to degree candidates. A prospective student should examine the Candidacy requirements for the appropriate degree beginning on page 25 very closely for requirements that must be met by each student.

### ADMISSION AS A SPECIAL STUDENT

Students already possessing a Master's Degree may be admitted to the programs in Education and Music Education for further coursework.

The Graduate Council approving, the Graduate Division may admit on a probationary basis students not meeting the academic standards for admission outlined above. The circumstances of the probation are stated in the Admission notice.

All applicants, regardless of their status, must submit the information required in the section on academic requirements for admission.

### EARLY ADMISSION

The programs of Music Education, Music Therapy and Education will admit Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following *additional* requirements: they must have a "B" average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work, and their schedule in any one semester of credit and noncredit courses should not exceed twelve semester hours.

### FOREIGN STUDENT ADMISSION

Foreign students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

### TRANSIENT STUDENTS

The graduate divisions will accept transient students, both in the summer and in the regular year. Such students must secure advance permission from their graduate dean or director to register for courses at Loyola, together with formal proof of their graduate status. An application must be filed in the same manner as regular graduate students. Transient status is valid only for the semester in which it is granted, and if the student wishes additional enrollment he must reapply.

### DEGREE CANDIDACY

Each program has published its specific requirements for admission to Degree Candidacy. In some cases, specific courses and/or nationalized test scores are required. Ordinarily the student should have been successfully admitted to Degree Candidacy after he has completed no more than 12 semester hours of graduate work. When the student is admitted to Candidacy, the Graduate

Studies committee will inform him of the course and examination requirements remaining for his degree.

When the prospective student intends to pursue graduate work for a degree, he should be certain that he can ultimately qualify for Candidacy. The Candidacy requirements for each particular degree are given in the appropriate section and should be carefully considered prior to application for Admission to begin graduate work. Individual specific questions can be answered by letter through the Office of Graduate Admissions.



## Student Expenses

All students are required to pay full tuition, fees, etc., at the time of registration and on the days assigned. A student has not officially completed registration until having properly satisfied his financial obligations. If he does not complete his registration during the assigned time, the student must pay a late registration fee. Resident students are required to pay room and board on the day of registration.

The university reserves the right to change, with due notice, any of the expenses listed and to withhold statements of honorable dismissal, grade reports, transcript of record, diploma, etc., until all indebtedness to the University has been discharged or until satisfactory arrangements have been made with the Senior Vice President—Finance. Also, no student will be allowed to register subsequently as long as his prior financial indebtedness has not been satisfied. Exceptions to regulations regarding university charges will be made only by the President of the University.

Students are encouraged to make payments by check, money order, etc., made payable to Loyola University. Cash transactions are discouraged.

Summary of annual expenses:

### *Application:*

Application Fee (not refundable) .....	\$ 15.00
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### *Tuition:*

Full time or part time—per semester hour .....	\$ 50.00
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### *General fees:*

University fee—full time students (per semester) .....	\$ 15.00
University fee—part time students (per semester) .....	7.50
Student Center fee—full time students (per semester) .....	10.00
Student Center fee—part time students (per semester) .....	5.00
SGA Fee—first semester only	
full-time students .....	5.00
part-time students .....	2.50

### *Living expenses:*

Room Guarantee Deposit (not refundable but applicable to Room)....	\$ 50.00
Room (per academic year):	



	<i>Double</i>	<i>Single</i> (when available)
Men .....(range).....	\$450.00	— \$600.00
Women .....(range).....	\$500.00	— \$750.00
Board (per academic year) .....	\$426.00	— \$540.00
Resident students fees		
Damage and breakage (refundable) .....		25.00
Key deposit (refundable) .....		2.00
WRC Fee (women) .....		5.00

#### *Contingent fees:*

Late Registration Fee .....	\$ 20.00
Registration Fee for Degree only (per semester) .....	25.00
Subject Change Fee (per course) .....	5.00
Early/Late Examination fee .....	10.00
Additional Transcript fee .....	2.00
Student Health Insurance (approximately) .....	23.00
Graduation fee .....	25.00
Cost of Cap and Gown—Masters .....	11.00

For purposes of fee determination, a part time graduate or professional student is defined as taking less than nine semester hours.

*The Student Center Fee* is to assist in the operation of the Danna Center (the University Center for student activities).

*The University Fee* is designed to help defray the cost of libraries, laboratories, student placement, student health services, etc.

*The Early/Late Examination Fee* will be charged for any examination taken on other than the assigned date, no matter what the excuse. No early/late examination will be given without the written permission of the Dean.

*The Transcript Fee.* For all transcripts sent after the first one there is a \$2.00 fee. However, when a student requests more than five transcripts at one time he is charged \$2.00 for the first copy and fifty cents for each additional one.

## MONTHLY PAYMENTS

Although Loyola University has no monthly payment plan of its own, students may subscribe to one of two plans offered by Education Funds, Inc.

The first plan is a deferred payment revolving credit plan whereby the parent or student contracts with E.F.I. to finance all or a part of his annual expenses and repay the amount borrowed on a twelve month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to Fall registration and continue for ten months.

Descriptive literature concerning these plans will be sent upon request directed to the Finance Office.

Students are advised to make all arrangements sufficiently in advance so that E.F.I. may forward payment to the Finance Office before registration. E.F.I. will not accept contracts for less than \$1,000.

## REFUND POLICY

1. **TUITION:** A student who withdraws from the University must return a completed withdrawal form to the Office of Admissions and Records. Mere cessation of attendance does not constitute withdrawal. Students who withdraw

from the university or from a course are entitled to a refund of a percentage of their tuition. The date of receipt of the withdrawal notice by the Dean of Admissions and Records will determine the amount of tuition refund. Refunds are a percentage of the total tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed to the student. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Only tuition is refundable. Tuition refunds are made on the following basis:

- a. If formal notice is received within one week after the beginning of the semester a refund of 80% of tuition is made.
- b. If formal notice is received within three weeks after the beginning of the semester a refund of 60% of tuition is made.
- c. If formal notice is received within five weeks after the beginning of the semester a refund of 40% of tuition is made.
- d. No refunds are allowed after the fifth week of classes.

2. ROOM AND BOARD: Students boarding in university residence halls who are dismissed or suspended from school during the semester are not entitled to any refund.

Students in good standing who voluntarily withdraw from the university during the semester are not entitled to any refund on the cost of their room. They may receive a refund on board, prorated from the date of withdrawal. These refunds must be approved by the University Business Manager.

Students entering the Armed Services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers or draft orders must be presented to the Finance Office.





# STUDENT LIFE



## Housing

### POLICY FOR OUT OF TOWN STUDENTS:

Full time graduate men and women students may reside in university housing. Requests for information and application forms should be directed to the Director of Housing. Inasmuch as housing is limited, early application is encouraged. The Housing Office requires a non-returnable deposit of \$50 when a housing reservation is filed.



## Financial Aid

Requests for all financial aid should be directed to the Financial Aid Office.

### LOANS

*Louisiana Higher Education Assistance Loan*—The State of Louisiana will agree to guarantee loans negotiated between specific banks and full time college students who are legal residents of Louisiana. The loan is limited to \$1500 per year and a \$7,500 aggregate. Interest is paid by the state while the student is still in school. The interests is 7% and will be paid by the commission while the student is in school, if the family's adjusted income is less than \$15,000.

*National Direct Student Loan Program*—This program has been instituted by the Federal Government for the purpose of making long term, low-interest loans to qualified students. The maximum amount a student may borrow is \$1500 in an academic year and the total is limited to \$6000. The amount borrowed is determined by the university. The loan begins to accrue 3% interest nine months after the student leaves school. The loan matures ten years after this termination.

*U.S. Loan Program for Cuban Refugees*—This is a program limited to students who cannot get help from home for their education in the United States. Three percent interest begins to accrue 12 months after the borrower

ceases to be a full-time student. The loan must be repaid within a period of ten years.

*Out-of-State Loans*—Most states have state loan programs for residents of their state. Some are handled by the state agency and some are handled by private agencies for the state. Students interested in these loans should check with their State Office of Education or their local bank.

#### PLACEMENT OFFICE—STUDENT EMPLOYMENT

This office serves as a focal point for bringing together students who are interested in employment after graduation and employers seeking this talent. Each year interviewers from a wide range of national and local concerns are brought on campus. Also included in this service is a job-finding bureau for part time and summer employment.



## Services

#### HEALTH SERVICE

Loyola University maintains a medical service on the campus for students, both resident and non-resident, faculty and staff.

It is operated under the following rules:

1. Students, both resident and non-resident, entering Loyola for the first time or re-entering the University must undergo a physical examination by their personal physician, before their registration is officially completed. A signed medical release form is required for all students. Health insurance is mandatory for resident students and is optional for non-resident students, provided a waiver form is completed and returned.
2. The University may also require physical examinations at other designated times during the student's stay.
3. A student may be refused admission to the University on the recommendation of the medical examiners. This board also may request a student already enrolled to withdraw.
4. A student may see the University Physician during his office hours on the campus, Monday through Friday.
5. Patients confined on the campus will be visited by the physician of the student's choice at his own expense.
6. Medicines or hospitalization are not provided by the University's health service.
7. Full time students are required\* to participate in the Loyola Student Health Insurance Program or waive it by completion of a waiver form.

#### COUNSELING CENTER

The University has a staff of Clinical and Counseling Psychologists who are available to the students for professional testing and counseling. The aim of the Student Counseling Center is to aid the student in any vocational, personality or social adjustment problems.

## ACADEMIC COUNSELING

Each student at Loyola is assigned an academic adviser, a fulltime faculty member who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

## SPIRITUAL LIFE

The University appoints a priest together with needed assistants as Director of Campus Ministries for all the students. He is at their disposal at all times to guide, counsel and advise. Students will find him ready to assist them in their spiritual, personal and individual problems. He is responsible for all the organized spiritual activities on the campus.

## RETREATS

There are no obligatory retreats at Loyola, but all students are encouraged to take part in one of the three types of retreats offered. The traditional closed retreats at one of the near-by retreat houses stress personal meditation and silence. A second type, called "An Experience in Christian Community" is offered to Loyola students and students of other colleges in the area. This type is made in a group of thirty to forty and stresses group discussions and activity. The third type is made in a private home with a group of ten to twelve. It stresses both personal meditation and group discussion. Besides these retreats, days of recollection are offered from time to time during the year.

## SPIRITUAL ORGANIZATIONS

*Chi Rho Mu* is the primary spiritual organization on the campus. Its aim is to help students seek out and find their Christian response in the context of college life in the post-Vatican II Church.

INCAP, *the Inter-Collegiate Community Action Program* is composed of students from colleges, universities and nursing schools in New Orleans. The students work through and with existing agencies and institutions in the New Orleans area in varied volunteer capacities such as tutoring, supervising recreation, taking children on cultural field trips, etc.



# Organizations

## STUDENT COUNCIL

The Student Council consists of forty-two members, representing the College of Arts and Sciences, the School of Law, the Colleges of Music and Business Administration and City College. These students are selected by the student body with the approval of the Dean of Student Affairs. The Council serves to unify student thought and action. It conducts general meetings and elections, sponsors and manages interclass contests and leads and directs student activities.

## STUDENT UNION

The Student Union, the largest organization on campus, consists of over 150 selected students whose purpose is to promote and coordinate the various activities in the University's Danna Student Center. The Student Union supplements and implements the academic curriculum of the university by fulfilling its three main programming functions: social, cultural and recreational. Eight committees, in addition to the five officers of the Union, comprise the Student Union Governing Board. The committees are Fine Arts, Current Events, Dance and Entertainment, Hospitality, Personnel, Publicity, Public Relations, and Recreation.

## HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on campus for all students.

*Beta Alpha Psi*—The purposes of this national, professional and honorary fraternity are: to stimulate interest and cooperation in accounting; to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional men, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial intercourse among its members and the professional generally. Accounting majors of junior standing with a 3.00 quality point average in four completed accounting courses and a 2.50 average in all other subjects shall be considered for election to membership. Graduate students who achieve high scholastic standing are also eligible.

*Beta Gamma Sigma*—The purposes of this national honor society are: to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in the art and science of business and to foster integrity in the conduct of business operation. Only seniors who rank in the upper tenth of their graduating class and juniors among the highest four percent of their class are considered for election to membership. Graduate students who achieve high scholastic standing are also eligible.

*Kappa Delta Pi*—Kappa Delta Pi is an honor society in education. Here at Loyola, Zeta Rho Chapter, which was established on October 8, 1949, taps those undergraduates who achieve a quality point average of 3.3 and graduate students who earn a quality point average of 3.5. Kappa Delta Pi has as its journal, THE EDUCATIONAL FORUM, which is one of the leading scholarly journals in education. Kappa Delta Pi's main objective is "to encourage high professional, intellectual and personal standards and to recognize outstanding contributions to education."

*Rho Phi Theta*—Rho Phi Theta is a mathematics fraternity. Its objectives are identical with those of Pi Mu Epsilon, the National Honors Mathematics Fraternity: the promotion of scholarly activity in mathematics among students in academic institutions and among the staffs of qualified non-academic institutions.

*Tri Beta*—The Eta Lambda chapter of Tri Beta, national honor biology

Society, was established at Loyola on March 24, 1956. It unites biology, pre-medical, pre-pharmacy, pre-dental, and medical technology students into a single group who possess a common interest in biology. Its purpose is to instill in its members a desire for scientific knowledge, research and truth.

### SERVICE ORGANIZATIONS

*Alpha Pi Omicron*—Organized in September 1938, Alpha Pi Omicron, service fraternity, provides an organized means by which the male students of Loyola may render service to the university, its faculty, and student body. Among its many activities are the publishing of the Loyola University Directory, distributed free of charge to the entire university, ushering at forums and commencement exercises.

*Lambda Sigma Lambda*—Lambda Sigma Lambda, service sorority, was organized to serve the university, its faculty and student body in all ways possible and in so doing to instill in its members the virtues of generosity, dependability, initiative, leadership, loyalty and cooperation. Founded on October 16, 1941, the sorority places itself at the disposal of administrative offices and student organizations to aid them in any way whatsoever.

### STUDENT PUBLICATIONS

*Maroon*—the University newspaper, the *Maroon*, is published about 25 times during the year by a student staff under the direction of the faculty of the Department of Journalism. Positions on the editorial and business staffs are open to all students of the university.

*University Directory*—Alpha Pi Omicron, service fraternity, presents to the faculty and students the *University Directory*. Contained therein is the name, address and telephone number of every member of the faculty, student body, and staff of the university. This book is presented free of cost and edited entirely by members of APO.

*The Student Handbook* or "L" Book was first published as an aid and guide for Freshmen. While maintaining this purpose, it is now presented annually by the Student Council as a reminder to upperclassmen of the ideals, traditions, and regulations of Loyola.

### DANNA CENTER

Serving as Loyola's community center, Danna Center provides a convenient and inviting place to meet friends, relax and recreate. In addition to dining, recreation and meeting facilities the Center houses a rathskeller, bookstore, post office, and barber shop.

The offices of the Dean of Student Affairs, the Office of Campus Ministries and Counseling Center are located in the Center as well as the office of the Union Director, Placement Director, Student Council, Student Union and other student organizations.

The Communications Complex, located in the lower level of the Center, includes the University's closed circuit television station and campus radio station WLDC. WLDC is a closed circuit radio station which is student run under the sponsorship of the Communications Department. The station serves the campus of Loyola University and Dominican College, is a member of the Associated Press, the Intercollegiate Broadcast System, and the American

Broadcasting Company contemporary radio network. All interested students are eligible to work on the radio station.

#### I.D. CARDS

*Each student must have an I.D. Card on his person at all times and must present it to University officials on demand. Usage by students other than to whom issued is subject to fine and/or disciplinary action. Lost I.D. Cards must be reported to the Student Union Director. Replacements may be obtained from his office. The charge for each replacement will be \$3.*



## Special Facilities and Programs

#### LIBRARY

The university libraries house a quarter of a million volumes, and hold subscriptions to over 1500 periodicals and journals. In addition to the main library, there are specialized libraries for music, law, and science in the academic buildings housing those disciplines. The library, which is on the open stacks system, also offers microform. Music listening facilities are available through the Music Library.

#### COMPUTER CENTER

The University Computer Center offers a full range of services through its medium scale Control Data 3300 computer system. The CDC 3300 is operated on a closed-shop basis providing rapid turn-around for student, faculty, and administrative users, with qualified personnel available to assist them.

#### THE NEW ORLEANS CONSORTIUM

The New Orleans Consortium is a new cooperative effort among Loyola and Xavier Universities and St. Mary's Dominican College to strengthen educational opportunities. Begun in September 1967 it has made possible the sharing of curriculum, libraries and cultural events. Under Consortium provisions, Loyola students may supplement their schedules with courses offered at Xavier or Dominican when the courses are not offered at Loyola. These may be credited towards a degree at Loyola.

The purpose of the Consortium is to provide students with a greater variety of courses as well as better library resources. By eliminating duplication in the libraries, a much wider range of material is therefore offered. In addition, combined efforts will increase the quantity as well as quality of cultural events for the colleges. Further information regarding the Consortium may be obtained from the student's dean.

#### THE INSTITUTE OF POLITICS

The Institute of Politics was formed at Loyola in June, 1968, and trains young community leaders in practical politics. Its program is geared to the development of new political leadership in New Orleans, Louisiana and the South. The institute educates selected young men and women in the prac-



tice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night for nine-month periods, participants represent a broad cross-section of the city, geographically and professionally. Approximately 16 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, political polling and campaign financing. Speakers represent local, state and national levels of politics.





# UNIVERSITY REGULATIONS

## KNOWLEDGE OF REGULATIONS

Students are held responsible for compliance with the several regulations of the university and hence should familiarize themselves with the provisions of this bulletin and with the Student Handbook distributed by the Dean of Student Affairs.

## GRADES

All work is graded by letters, interpreted as follows:

- A Excellent (4 quality points per credit hour)
- B Good (3 quality points per credit hour)
- C Average (2 quality points per credit hour)
- D Below Average (1 quality point per credit hour)
- F Failure (no quality points per credit hour)
- I Incomplete This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade should be made up within six weeks after the end of the term in which it was incurred.
- W Withdrawal. Any student withdrawing from a course will be automatically assigned a W grade. The instructors concerned will then assign letter grades of I or P if the student is passing, and F if he is failing.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

## GRADE REPORTS

A report of the grades made by a student in his scheduled subjects is sent to the student at the end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser. If the student requests it, the Office of Admissions and Records will also send a copy of the grades to the student's parents, guardian, or sponsor.

## SCHEDULE CHANGES

A student desiring to drop a scheduled course or to add another course after his semester's schedule has been filed in the Office of Admissions and Records should consult with his adviser or the Chairman of the Department in which he is registered from whom he should obtain written permission to revise his schedule. This written permission should be presented by the student to the Director of Graduate Studies for approval. Permission to add a course or change

from one section to another will not be granted after the date indicated in the Session Calendar as the last day for schedule adjustments.

Students remaining in the University who officially drop one or more courses prior to the date designated in the Session Calendar as the last day to drop a course will *not* have grades recorded in those courses.

Those students who withdraw officially from the University prior to the last day for dropping courses will not have grades recorded in those courses for which they were registered at time of withdrawal.

All students who withdraw officially from the University after the last day for dropping courses will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal, a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate failure in the course.

## STANDING

To remain in good standing as a graduate student, a student must maintain a 3.0 average in all graduate work attempted at Loyola.

The directors of the graduate programs may withdraw the Candidacy of any student not maintaining a 3.0 average.

The student should be aware that he may be denied further registration if his performance indicates that a satisfactory average cannot be achieved within 6 additional hours of work.

## WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from the University during a semester before taking the final examination of the semester forfeits all credit for work done in that semester.

To withdraw officially from the University a student must:

- 1) Obtain withdrawal forms from the Office of Admissions and Records.
- 2) Obtain signatures of designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the University.)
- 3) Resident students must officially withdraw by obtaining clearance through the housing office.

*Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of Admissions and Records.*

Those students who withdraw officially from the University *prior* to mid-semester grades, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the University *after* the mid-semester grades will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students are reminded that they must complete official withdrawal from the University before the termination of the semester in which they have registered.

In the case of a student who is called to active duty in any branch of the armed services before the date for final examinations in the semester, exceptions to the formal regulations have been made.

The student being called to active duty should consult with his chairman and the Director of Graduate Studies in order that his status at the University will not be jeopardized.

## PROBATION

A regularly admitted graduate student must maintain a 3.0 quality point average for all courses taken. If a student's average falls below 3.0, he is placed on Probation. He has 9 hours or 2 semesters (whichever comes first) to remove the deficiency. If the deficiency is not removed in the allotted time, the student is excluded.

A Candidate for degree must maintain a 3.0 average. If the Candidate's average falls below 3.0, he is placed on Probation. His Probationary status and requirements are set by the department.

A student that has been admitted on a Probationary status must maintain a 3.0 average for the first 12 semester hours earned. If he should fall below a 3.0 average, he is excluded.

## DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

## READMISSION REQUIREMENTS

Whenever a student fails to enroll for one full year he is automatically dropped from the active student file. In order to register for a later semester, it is necessary to apply for Readmission. This is accomplished by completing a form obtained from the Office of Admissions and Records. The latest date for Admission in each semester also applies to Readmission.

## GENERAL ELIGIBILITY FOR DEGREES

To complete work for a Master's degree, a student must have completed a minimum of thirty hours of graduate work with a 3.0 average, except in Biological Sciences, where he must have completed twenty-four hours with a 3.0 average.

Students must have demonstrated to their major departments that they have an understanding of research and research methodology, and a thorough understanding of the subject matter, bibliography, and theory of their major field. At Loyola this demonstration takes the form of either comprehensive examinations, a thesis, or both, at the option of the department.

Additionally, the student must have filed for graduation at the appropriate times noted in the Academic Calendar, and he must have satisfied all financial obligations to the University.

## ADDITIONAL REQUIREMENTS FOR DEGREES

The student should consult the program headings of this bulletin for additional requirements set by the individual departments.



# BIOLOGICAL SCIENCES

*Chairman:* John H. Mullahy, S.J., Ph.D.;

*Professors:* Letitia Beard, Kamel Khalaf, Walter Moore, John Mullahy, S.J.;

*Associate Professors:* Roland Lesseps, S.J., John McHale, Jagdish Upadhyay;

*Assistant Professor:* J. Kenneth Shull.

## PURPOSE

The graduate program in the Biological Sciences is designed to provide a broad training for those who aspire to be teachers and for those who wish to improve their biological background by additional subject matter. The studies in this program provide an excellent preparation for advanced research and doctorate work. The program provides facilities for advanced courses in each of the three branches of the Department of Biological Sciences. At the present time the program leads to the Master of Science degree in Biological Sciences.

## ADMISSION TO CANDIDACY

Any student who has a Bachelor's degree from a recognized college and has undergraduate training in general biology, general bacteriology, and organic chemistry may qualify for the Master of Science degree in Biological Sciences. Applicants are obliged to take both the general section and advanced section of the Graduate Record Examination and to submit the results to the Graduate School before they can be accepted.

Candidates must demonstrate, by written examination if necessary, that they have a reading knowledge of at least one modern foreign language. In all cases the Executive Committee of the Department of Biological Sciences will determine this necessity.

## COURSE REQUIREMENTS

All students are obliged to complete at least one graduate course in each of the three main divisions of the department; viz, Botany, Zoology, and Microbiology. Other courses for a total of 24 hours are at the students' discretion, but it should be noted that all advanced courses in microbiology require at least one course in biochemistry as a prerequisite.

All graduate students are required to participate actively in the graduate seminar each semester that they are enrolled in the Graduate Division. This applies to both enrollment for course work and for thesis research.

The Master of Science degree in Biological Sciences requires twenty-four hours of course work and a thesis.

Along with the course requirements noted above, the candidate must present an acceptable thesis based at least partially on original research. This thesis

must be completed and accepted by the Executive Committee of the Department one month before the date of graduation.

All graduate students are expected to gain some supervised teaching experience as part of their preparation for the Master of Science degree.



## Courses for Qualified Seniors and Graduate Students

### Bl. 403—Cytology.

A study of the morphological, physiological, and biochemical properties of component parts of animal and plant cells. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 404—Phycology

A survey of the algae including both marine and freshwater forms. Prerequisite: General Botany. 4 sem. hrs.

### Bl. 407—Limnology

A study of the physical, chemical, and biological factors determining biological productivity in inland waters. Field study of local lakes and streams gives the student experience in the use of methods and instruments for environmental analysis. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 408—Entomology

The taxonomy, life histories and general ecological relationships of the insects in general and especially of South Louisiana. Two hours lecture and four hours of laboratory or field work per week. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 409—Bio-Ecology

The relationships of animals to each other, to plants, and to the physical and chemical factors of the environment. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 410—Field Zoology

The taxonomy, life histories and general ecological relationships of the common animals (exclusive of the terrestrial insects, the birds, and the mammals) of South Louisiana and the New Orleans area particularly. Two hours lecture and six hours laboratory or field work per week. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 411—General Parasitology

A study of parasites in relation to disease. The various types of parasites, their life histories, and the conditions which they cause will be considered. Prerequisite: General Biology. 4 sem. hrs.

### Bl. 412—Physiology of the Bacteria

Lectures, assigned reading, discussion and laboratory exercises dealing with the chemistry and physiology of microbial cells. Prerequisite: Bl. 301 and bio-chemistry. 4 sem. hrs.

### Bl. 413—Advanced Genetics

Lectures, assigned reading, discussions and laboratory dealing with the molecular, organismic and population aspects of modern genetics. Prerequisite: Bl 312 or its equivalent. 4 sem. hrs.

### Bl. 415-16—Advanced General Physiology

The physiology and biochemistry of cells and the comparative physiology of muscu-

lar, nervous and circulatory systems. Bio-electric activities, metabolic cycles, and internal secretions will be covered. Prerequisite: Bl. 303. 8 sem. hrs.

**Bl. 417—Endocrinology**

General consideration of the organs of internal secretion. Phylogeny, embryology, microscopic anatomy and physiology. 4 sem. hrs.

**Bl. 418—Advanced Endocrinology**

Recent advances in the biology of the organs of internal secretion. Lectures, conferences and laboratory work. 4 sem. hrs.

**Bl. 420—Plant Anatomy**

A consideration of the structure and development of seed plants (Primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. The Plant Anatomy seminar will constitute a portion of this course. Prerequisite: General Botany. 4 sem. hrs.

**Bl. 422—General Virology**

The virus as a biological entity; physical and chemical properties of virus particles; representative animal, plant and bacterial viruses are considered. The rickettsiae are briefly treated. Prerequisite: Bacteriology and Biochemistry. 4 sem. hrs.

**Bl. 423—Mycology**

A survey of the fungi with emphasis on form and structure. Prerequisite: Bl 301. 4 sem. hrs.

**Bl. 424—Techniques in Bacteriology**

Consideration and application of current techniques used in bacterial physiology. Qualitative and quantitative determination of metabolites are examined as are methods for studying mutants, respiration, and enzymes. Prerequisite: Bl 301 and Biochemistry. 4 sem. hrs.

**Bl. 427—Physiology of the Fungi**

A study of the chemical activities of fungi as related to their nutrition growth, reproduction and fermentative ability. Emphasis will be placed on fungi important in industry and agriculture. 4 sem. hrs.

**Bl. 428—Plant Physiology**

Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. A weekly meeting devoted to a discussion of contemporary literature will be a part of the course. Prerequisite: General Biology and Organic Chemistry. 4 sem. hrs.

**Bl. 429—Medical Entomology**

A study of the arthropod groups of medical importance; their identification, general biology and life cycles; factors affecting man and domestic animals and control measures. Prerequisite: General Entomology. 4 sem. hrs.

**Bl. 433—Zoology for Teachers**

A teacher-training and review course for those engaged in, or preparing for, teaching high school biology. Emphasis is placed on the collection and preparation of local zoological materials for classroom use. Limited to graduate students in education. Prerequisite: General Zoology. 4 sem. hrs.

**Bl. 434—Developmental Biology**

Lectures, discussions and laboratory work, including original research in such areas of developmental biology as fertilization, nuclear-cytoplasmic interaction during development, biochemical development and developmental genetics. 4 sem. hrs.

Bl. 435—Morphogenesis

The development of the shape and pattern of plants and animals will be studied. Special emphasis will be given to the morphogenetic movements of cells and tissues during development. Current theories advanced to explain these movements will be examined and experiments to test these theories will be performed. Original research in this area will be taken up in the laboratory. 4 sem. hrs.

Bl. 444-445—Graduate Seminar

Prerequisite—advanced standing.

2 sem. hrs.

Bl. 453—Radiation Biology

A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course. 4 sem. hrs.

Bl. 501-502—Research in Bacteriology

4 sem. hrs.

Bl. 503-504—Research in Cytology

4 sem. hrs.

Bl. 505-506—Research in Plant Anatomy

4 sem. hrs.

Bl. 507-508—Research in Animal Ecology

4 sem. hrs.

Bl. 511-512—Research in Parasitology

4 sem. hrs.

Bl. 515-516—Research in Physiology

4 sem. hrs.

Bl. 512-522—Research in Virology

4 sem. hrs.

Bl. 529-530—Research in Entomology

4 sem. hrs.

Bl. 534-535—Research in Developmental Biology

4 sem. hrs.







# COLLEGE OF BUSINESS ADMINISTRATION

*Dean:* Lowell C. Smith, Ph.D.;

*Professors:* Allen Boudreaux, Irving Fosberg, G. Wallace Leftwich, G. Ralph Smith, Jacques Yenni, S.J.;

*Associate Professors:* Henry Amato, Thomas O. Jones, Jr., Shu-Jan Liang, Donald Losman, Margaret Alumkal Paranilam, Robert Springer, Rao Tatikonda;

*Assistant Professors:* John E. Cave, Robert J. Keller, Michael Saliba, Marguerite Van Landingham;

*Lecturers:* Howard Maestri, William Noland.

## PURPOSES

The principal objective of the College of Business Administration is to prepare its graduates for positions in the management of both business and government. The degree programs are designed to prepare students both for entrance into business and government and for advancement to high-level management positions.

Programs in the College include examination of administrative principles and quantitative approaches to decision-making common to both business and government. These programs stress the points at which major policy decisions of either business or government must give consideration to related policy decisions of the other. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

It is the policy of the College to emphasize a broad fundamental education as the best preparation for positions carrying management or administrative responsibility.

The MBA programs develop the elements common to all management positions. Master's degree programs are based on advanced study of management, accounting and information systems, behavioral sciences, quantitative approaches to decision making, economics, plus areas of specialization.

In order to provide students with a common body of knowledge of business or governmental administration, programs include the equivalent of at least one year of work comprising the following areas:

1. In the case of business enterprise, a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions; in the case of governmental administration, a background of con-

cepts, processes, and institutions of planning, programming, budgeting, personnel practices, and policy formulation in government.

2. A background of the economic and legal environment of business and government enterprise, along with consideration of the social and political influences on business.

3. A basic understanding of the concepts and methods of accounting or budgeting, quantitative methods, and information systems.

4. A study of organization theory, interpersonal relationships, control and motivation systems, and communications.

5. A study of administrative processes under conditions of uncertainty, including the integration of analysis and policy determination at the over-all management level.

## ADMISSION TO CANDIDACY

Admission will be granted to students showing high promise of success in post-graduate business study. Admission is limited to holders of a baccalaureate degree from regionally accredited institutions.

Various measures of high promise are used: examples include (a) the candidates performance on the Admission Test for Graduate Study in Business (ATGSB); (b) the candidate's undergraduate grade averages and the trend of his grades during his undergraduate schooling; (c) the candidate's rank in his collegiate graduating class. Ordinarily such measures, along with other reasonable indications of promise, will be used in combination and a final judgment arrived at accordingly rather than on the basis of a single criterion. "Other reasonable indications" could include, for example, (1) the grade average of the junior and senior years; (2) relevant work and leadership experience; and (3) performance on other testing devices.

A student meeting all these requirements is normally granted admission to Candidacy. Students who fail to meet all qualifications but who are nevertheless judged by the Graduate Studies Committee and by the Dean to show promise for successful graduate work may qualify for Candidacy by the successful completion of a proscribed series of courses, usually at the 400 level.

All Candidates must have taken the ATGSB examination. The examinations will be given on: November 3, 1973, and January 26, March 30, and July 13, 1974.

## ATTENDANCE

If the professor of any graduate level course believes a candidate's record of attendance is such as to jeopardize the satisfactory completion of the course, the Dean will notify the candidate of his deficiency.

Unsatisfactory attendance may cause the Graduate Studies Committee to review the candidate's standing in the program, or the professor to assess an academic penalty.

## CURRICULUM

The curriculum is designed to provide for possessors of baccalaureate degrees in business and in arts, sciences and engineering.

Students holding recent degrees in business usually may enter directly into a thirty hour program of graduate work as Candidates for the MBA degree.

All other students are required to complete foundation courses in account-

ing, computer science, economics, business law, quantitative methods, corporation finance, marketing and management. These courses are designated as the 400 series. The number of hours that a student needs to satisfactorily complete in the 400 series will be determined by consultation with either the student's adviser or the Director of the M.B.A. program. The 400 series courses are also open to selected undergraduates who may be planning to enter the M.B.A. program after earning their baccalaureate degree.

Candidates completing foundation courses for entrance into graduate courses must meet the academic standards of the College of Business Administration. Courses numbered 500 or over are reserved exclusively for Candidates for the M.B.A. degree.

All candidates during the final thirty hours of work are required to complete eighteen semester hours of the following courses:

Acct. 512—Accounting and Information Systems

Eco. 500—National Income and Employment Analysis

Mg. 501—Elements of Behavioral Science

Mg. 502—Managerial Economics

Mg. 508—Data Processing Principles, Methods, and Controls

Q.M. 501—Introduction to Management Science I

The remaining twelve hours may be selected from the courses which will provide professional competence in the area of a student's major interest. The functional fields are in accounting, data processing management, economics, finance, management, marketing, and quantitative methods. Each candidate will select courses from no less than two of the functional fields.

The requisite number of course hours in the selected functional fields with any other electives is determined by the student only with the advice and consent of his advisor. No other program determination is acceptable.

## COMPREHENSIVE EXAMINATION

A written comprehensive examination covering the required and selected functional fields shall be passed by the candidate at the conclusion of the course work. Comprehensive examinations are scheduled regularly in April, July and December.

The comprehensive is an integral part of the degree program. It is designed to test the ability of the student to synthesize, to analyze, and to use techniques for problem solving in complex situations. The student is expected to have mastered two of the fields of accounting, data processing management, economics, finance, management, marketing, and quantitative methods in addition to the core. Preparation for this mastery will normally consist of at least nine hours of coursework in each field. Part of this preparation may be in "required" courses for the core.

A student must be in good standing at the time he makes application for the comprehensive examinations. He must have at least a 3.0 grade point average. He should have completed his coursework or be enrolled in his last semester, during which time he may carry *no more* than six semester hours of work. Any "Incompletes" will be counted as part of this maximum of six hours.

Application for this examination is to be filed with the Graduate Studies Office within four weeks after the beginning of the semester in which the degree is sought.

A student who fails any one part of the comprehensive may petition to retake that part a second time. Failure of more than one part will require that the entire examination be retaken. Only one retake will be allowed. No petitions for a third examination will be entertained. Students failing the retake of the comprehensive are dropped from degree candidacy.

If the degree is deferred pending another examination, an interval of one semester, not including a summer session, must elapse before another comprehensive examination may be taken.

## PETITIONS

All student communications to the Graduate Studies Committee should be prepared in consultation with the Dean, on the appropriate petition form available from his office.

The petition should be used for seeking the waiver of any requirement of the Graduate Program or requesting review by the Graduate Studies Committee of any action taken by it or the Dean relative to the petitioner.

## CLASS MEETINGS

Classes in the 400 and 500 series meet for one session of two and one half hours duration each week. The instructor has the privilege of lengthening this period if he deems it necessary. Additional sessions may be required at his discretion.

## AUDITING OF COURSES

Any person desiring to audit a graduate level course is charged the regular tuition. Permission must be secured from the Dean.

Persons desiring to audit foundation courses are charged on the same basis as part-time students of the College of Business Administration. Permission of the Dean of the College of Business Administration is required.



# Course Offerings

*All courses in the 400 and 500 series are scheduled to begin no earlier than 6:15 p.m. Mondays through Fridays.*

## I. FOUNDATION COURSES

Courses in the 400 series are open to qualified undergraduates and to graduate students who have not had undergraduate work in the areas represented by the courses. Courses in this series *cannot* be substituted for any course numbered 500 or over.

### Acc. 400-401—Financial Accounting

These courses develop the basic concepts and techniques of accounting procedures and financial statement preparation and interpretation. The use of accounting for control and decision-making purposes by management is emphasized. Case analyses are required. 6 sem. hrs.

### B.A. 410—Legal Environment of Business

Employing an entirely different approach to the subject matter from that found in the typical Business Law course, this course is a comprehensive and general analysis of the relation of law to business. It is designed to bring the student to a realization that the business community operates within the framework of the legal system. 3 sem. hrs.

### Comp. Sci. 101 (Formerly Comp. Sci. 121)—FORTRAN Programming

Writing and debugging computer programs in the FORTRAN language in a self-paced format. 3 sem. hrs.

### Eco. 410-411—Micro & Macro Economics

These courses are designed for students preparing for graduate studies in economics, business administration, or industrial engineering; and graduate students whose primary undergraduate discipline was not economics. The emphasis is the usual one appropriate to the two disciplines. 6 sem. hrs.

### Mk.-Mg. 400—Marketing and Management

The principles of marketing are studied in combination with the principles of management. Theory and practice are blended through reading assignments and case studies. 6 sem. hrs.

### Fn. 402—Financing of Business Enterprises

The functions of money and the nature of the monetary and banking systems of the United States are reviewed. The financing and concomitant requirements for organizing and establishing business enterprises are studied. The financial policies of corporations are emphasized. 3 sem. hrs.

### Q.M. 400—Business Statistics

The course concentrates on statistical methods with particular reference to their application in business. Sources and collection of data and sampling procedures are studied. Included also are statistical measures and tests for validity and reliability, the construction and use of index numbers, problems of time series, regressions and correlations. 3 sem. hrs.

### Q.M. 401—Decision Mathematics with Calculus

Fundamental mathematics for business and economics including topics from set theory, vector spaces, matrix methods, calculus and probability with applications to model-building and decision-making in business environment. This course forms a background for quantitatively oriented advanced courses in accounting, economics, finance, management science and marketing. 3 sem. hrs.

### Q.M. 404—Mathematics Applied to Business and Economics

This course treats a wide variety of examples of modern mathematics used in solving business problems and formulating economic theory. 3 sem. hrs.

## II. ACCOUNTING

### Acc. 500—Contemporary Accounting Theory and Problems I

An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed upon pronouncements of authoritative groups. Contemporary problems are related to the application of these standards and conventions. 3 sem. hrs.

### Acc. 501—Contemporary Accounting Theory and Problems II

Standards and techniques underlying the preparation of consolidated financial and operating statements are studied. Contemporary problems relating to consolidations are included. 3 sem. hrs.

Acc. 502—Advanced Auditing

Auditing techniques and procedures in relation to contemporary problems and acceptable auditing standards are studied. 3 sem. hrs.

Acc. 510—Research in Taxation

The methodology of research in Federal income taxation is examined. Emphasis is placed on applied research to tax problems. The intent is to develop research techniques and the ability to reach conclusions and to make recommendations predicated upon a synthesis of code, regulations, and court decisions. 3 sem. hrs.

Acc. 512—Accounting and Information Systems

A study of accounting procedures to provide management with data to make decisions, types of data required for planning and control; availability and reliability of such data in accounting systems; provision of special-purpose data; conditions of good internal reporting. Prerequisites: Q.M. 501, MG. 508. 3 sem. hrs.

Acc. 520—Seminar in Accounting

Selected problems and topics in accounting are examined. Permission of the graduate faculty in accounting is a prerequisite. 3 sem. hrs.

Acc. 522—Tutorial in Accounting

Individual reading and research in a selected area is conducted under the direction of a member of the graduate accounting faculty. Permission of the individual faculty member is a prerequisite. 3 sem. hrs.

### III. ECONOMICS

Eco. 500—National Income and Employment Analysis

The course treats systematically the concepts and methods used in national income accounting and reviews theories relevant to national product and income stability. 3 sem. hrs.

Eco. 505—Contemporary Readings in Economics and Business

This course surveys the major contributions to current business and economic thought. The original works of leading contemporary scholars and men of affairs in the various economic and business disciplines are studied. 3 sem. hrs.

Eco. 508—Advanced Studies in the History of Economic Thought

The principal theoretical analysis and policy recommendations of prominent economists from the Mercantilists to the present are studied. 3 sem. hrs.

Eco. 509—International Economics

The theory and practice of international economic and financial relations are studied as well as their role in the search for stability and growth. 3 sem. hrs.

Eco. 512—Theory of Economic Development

General theories of economic development, from classic to Keynesian, are explored to serve as a basis for comparison and discussion of the present partial theories of underdevelopment. 3 sem. hrs.

Eco. 513—Economic Development in Underdeveloped Countries

The course consists principally of case studies selected to illuminate the diversity of problems defying theoretical generalization. 3 sem. hrs.

Eco. 515—Advanced Price Theory

A rigorous analysis of the various market structures and the pricing process for commodities and for productive services as taking place within these market forms. A systematic study of the conventional "tools" of the theory of price

is included, and also some consideration given to possible divergences between practice and theory in the pricing process. 3 sem. hrs.

#### Eco. 517—Selected Studies in Labor Economics

This course investigates the impact of trade unionism in the United States, through its collective bargaining and political action activities, on inflation, on employment, the wage structure, the functional and size-distribution of national income, and economic growth. 3 sem. hrs.

#### Eco. 518—Comparative Economic Systems

In this course attention is given to the theoretical "models" of different kinds of economic systems, and also to some of the existing national economies as representative of some of the "model" systems. 3 sem. hrs.

#### Eco. 520—Seminar in Economics

Selected problems and topics in economics are examined. Permission of the graduate faculty in economics is a prerequisite. 3 sem. hrs.

#### Eco. 522—Tutorial in Economics

Individual reading and research in a selected area is conducted under the direction of a member of the graduate economics faculty. Permission of the individual faculty member is a prerequisite. 3 sem. hrs.

### IV. FINANCE

#### Fn. 500—Problems in Money, Banking and Prices

This course is designed to deal with the organization, functioning and problems of the present day money and banking system of the United States with particular attention given to the Federal Reserve System. Prerequisite: Eco. 500. 3 sem. hrs.

#### Fn. 502—Monetary and Fiscal Problems

A study is made of monetary and fiscal theories and problems in a modern industrial economy; of the role of Central banking; of theories of interest and the rate of interest and of the impact of monetary and fiscal operations on the general economy. Study is directed mainly to domestic facets but international aspects are also considered. Prerequisite: Eco. 500 and Fn. 500. 3 sem. hrs.

#### Fn. 506—Financial Management

The principles of finance are used as the basis for the development of techniques useful in the area of financial management. The vehicle for the accomplishment of this objective is a series of actual and simulated cases involving analysis and decision making by the student. Prerequisites: Q.M. 501 and MG. 502. 3 sem. hrs.

#### Fn. 510—International Finance

Foreign exchange and investment problems are studied intensively. 3 sem. hrs.

#### Fn. 520—Seminar in Finance

Selected problems and topics in finance are examined. Permission of the graduate faculty in finance is a prerequisite. 3 sem. hrs.

#### Fn. 522—Tutorial in Finance

Individual reading and research in a selected area is conducted under the direction of a member of the graduate finance faculty. Permission of the individual faculty member is a prerequisite. 3 sem. hrs.

### V. MANAGEMENT

#### Mg. 500—History of Management Thought

The writings of Owen, Fayel, Follett, Taylor, Sheldon, and other leaders in management thought are studied. 3 sem. hrs.

**Mg. 501—Elements of Behavioral Sciences (Formerly B.S. 500)**

A systematic study is made of the fundamental concepts and principles of sociology, psychology, and anthropology as they contribute to the understanding of business activities. 3 sem. hrs.

**Mg. 502—Managerial Economics**

Economic theory, both qualitative and quantitative, in context with business practices is presented with the intent of demonstrating its value in decision making and forward planning 3 sem. hrs.

**Mg. 504—Personnel Administration**

Concepts, theories, and practices concerned with managing human resources within organizations. Policy decisions involving selection, remuneration, incentives, workload, training, discipline, and similar areas; the contributions of behavioral sciences; where applicable collective bargaining implications and the industrial relations responsibilities of the firm will be explored. Emphasizes the responsibilities of all managers for the human resources of their organizations. 3 sem. hrs.

**Mg. 505—Managing Complex Organizations**

Research and theoretical advances of the structural characteristics of formal organizations with particular emphasis on the management of the organization as a dynamic system. A consideration of important current problems of organization faced by the administrator, and of selected studies related to them. Organization problems are approached through case materials and reports of current research. 3 sem. hrs.

**Mg. 508—Data Processing Principles, Methods and Controls**

The course is designed to acquaint the student with modern data processing principles, methods, and controls. The student is introduced to actual machine programming and operations in order that he may evaluate types of equipment of solving data processing problems. Accounting control and auditing techniques and problems are discussed. Specific case problems are programmed. Prerequisite: QM 501.

3 sem. hrs.

**Mg. 509—Advanced Data Processing**

Systems design, basic assembly language and report program generator programming are covered. Mg. 508 or the permission of the instructor is a prerequisite for this course.

3 sem. hrs.

**Mg. 510-511—Business Planning (Formerly BA 510-511)**

An advanced study of corporate mergers, re-organization, and the applicable tax and security planning necessary to implement such mergers.

3 sem. hrs.

**Mg. 520—Seminar in Management**

Selected problems and topics in management are examined. Permission of the graduate faculty in management is a prerequisite.

3 sem. hrs.

**Mg. 522—Tutorial in Management**

Individual reading and research in a selected area is conducted under the direction of a member of the graduate management faculty. Permission of the individual faculty member is a prerequisite.

3 sem. hrs.

**Mg. 550—BA in the 21st Century**

This course is designed to meet an urgent need that exists for business managers to be able to plan for and deal with problems of the future which are coming at the business world at an ever increasing rate.

3 sem. hrs.



## VI. MARKETING

### Mk. 500—Modern Marketing

An intensive study, analysis and interpretation of management decisions; includes both those which directly control marketing operations, and those which are affected by or dependent upon marketing operations. Marketing concepts pervade and orient the study. 3 sem. hrs.

### Mk. 502—Marketing Problems

Current marketing situations are studied and appraised. The application of evolving marketing concepts in solving the problems thus exposed is intensive; due regard is given to the concurrent economic, political and social developments and trends. 3 sem. hrs.

### Mk. 504—Development of Marketing Theory

The emergence and evolution of marketing theory in 19th century economic literature are explored. This provides the basis for the critical and intensive study of current trends in its continuing development during the 20th century. 3 sem. hrs.

### Mk. 505—Marketing Communications

The flow of information between producer and buyer is studied and analyzed within the 'systemic' concept and decision controls. The "know-why" of sound decisions within the system is stressed rather than the "know-how" for their accomplishment. 3 sem. hrs.

### Mk. 507—Vertical Marketing Structures

Cooperation in the distinguishing and fundamental relationship of marketing science and practice. Basic concepts and economic theory are related to a basic concept of cooperation that is necessary to permit and promote exchange. A review of the literature and the study of typical models, both conceptual and pragmatic, constitute the work load of the course. 3 sem. hrs.

### Mk. 512—International Marketing

Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries. 3 sem. hrs.

### Mk. 513—World Business

The explosive expansion of world business demands of potential executives in global firms a re-orientation of attitudes, heretofore, national and regional; and a widening foundation of knowledge concerning cultures, environments and governmental philosophies in other countries. Case studies, exploring these and related study areas, are used intensively to provide these needs. 3 sem. hrs.

### Mk. 520—Seminar in Marketing

Selected problems and topics in marketing are examined. Permission of the graduate faculty in marketing is a prerequisite. 3 sem. hrs.

### Mk. 522—Tutorial in Marketing

Individual reading and research in a selected area is conducted under the direction of a member of the graduate marketing faculty. Permission of the individual faculty member is a prerequisite. 3 sem. hrs.

## VII. QUANTITATIVE METHODS

### Q.M. 501—Introduction to Management Science I

An introduction to deterministic and scholastic models of managerial decision-

making. While the philosophical, methodological, formulation, solution and analytical aspects of models are examined, emphasis would be on model applications to management-functional areas like accounting, finance, marketing and production. Topics may include linear, quadratic, geometric, non-linear, integer and dynamic programming techniques, probability theory, statistical inference, game theory and market processes, assignment and transportation models, network flow analysis, inventory and queuing systems and simulation. 3 sem. hrs.

#### Q.M. 502—Introduction to Management Science II

Continuation of "Introduction to Management Science I." Topics not completed in the "Introduction to Management Science I" are examined in this course.

3 sem. hrs.

#### Q.M. 503—Selected Topics in Management Science I

Selected topics and problems in management science and its applications to accounting, economics, finance, management, marketing and production are examined. Topics are from among the following: linear, quadratic, geometric, non-linear, integer and dynamic programming techniques, probability theory, statistical inference, game theory and market processes, assignment and transportation models, network flow analysis, inventory and queuing systems and simulation. 3 sem. hrs.

#### Q.M. 504—Selected Topics in Management Science II

Continuation of "Selected Topics in Management Science I". Topics not completed in the "Selected Topics in Management Science I" are examined in this course. 3 sem. hrs.





# EDUCATION

*Chairman:* Mary C. Fitzgerald, M.Ed.;

*Associate Professors:* Alvin J. Aubry, Mary C. Fitzgerald, Hilda Smith;

*Assistant Professors:* Lorynne Cahn, George M. Doss, Veronica Egan,  
Frances J. Stein;

*Instructor:* Sharri Hembel;

*Lecturers:* Sam Bordelon, Dixie Harney, Anna Pleasanton, Raymond Smith,  
Octave Tournillion, III.

## PURPOSE

The Graduate Division of the Department of Education is organized to offer advanced courses to members of the teaching profession for the purpose of understanding and analyzing the fundamental problems involved in the work of teaching, to acquire proficiency in the techniques of such understanding and analysis, and to become acquainted with the attempts of others toward the solution of these problems.

It is designed to offer preparation for the positions of elementary and secondary principals, supervisors, guidance counselors, and reading specialists in public, parochial and private schools, and for advanced preparation for elementary and secondary teachers.

## ADMISSION TO CANDIDACY

The Graduate Division of the Department of Education offers courses of instruction leading to the degree of Master of Education for properly qualified students who have been admitted to Degree Candidacy.

To be admitted to Degree Candidacy, the student must fulfill the following requirements:

1. He must have received the Bachelor's degree from a recognized college or university with a major in Education, with all upper division work in Education with a grade of "B" or better.

**OR**

He must have received the Bachelor's degree from a recognized college or university in a program other than Education and have no less than 15 undergraduate hours in Education taken either as an undergraduate or as a graduate student prior to enrolling in graduate Education courses.

**OR**

He must take and have an acceptable score on the commons section of the National Teacher Examination.

2. He must have completed not less than twelve (12) semester hours of

graduate Education courses with an average grade of "B" or better; of these 12 hours, at least six (6) shall consist of credit in the core courses: Education 401, 490, and 491.

3. He must be currently registered for credit at Loyola University. If he has not received credit for all three core courses, he must be enrolled in the third core course.
4. He must take and have an acceptable score on the Millers Analogies Test.
5. He must ascertain that he qualifies on the basis of the items listed above and file a formal petition to the Graduate Studies Committee two weeks after the beginning of the semester in which he would appear to qualify for Degree Candidacy.
6. The Graduate Studies Committee of the Department of Education will recommend to the Director of Graduate Studies those individuals who qualify for Degree Candidacy.
7. Admission to Degree Candidacy will be entered upon the permanent record of the student.

## COURSE REQUIREMENTS

The Candidate must complete a total of at least thirty (30) semester hours of graduate work, including the work earned prior to his admission to Degree Candidacy. A course in which the student earned a grade of D or F cannot be counted toward the completion of the 30 hour requirement, but is used in determining the grade point average.

A Degree Candidate who obtains a "C" or lower grade in any course is automatically placed on probation and his status is subject to review by the Graduate Studies Committee.

## COMPREHENSIVE EXAMINATION

Comprehensive written examinations covering Philosophy of Education and the major field of work shall be passed by the candidate upon completion of his course work. Comprehensive examinations are scheduled in December, May and July. Within the first four weeks of the semester in which the Degree Candidate will complete the course requirements, he must file a formal petition requesting permission to schedule the comprehensive examinations. Degree Candidates are not allowed to schedule the comprehensives until the course requirements are completed.

When performance on either comprehensive examination is not satisfactory, the Candidate is required to reschedule that section of the examination. The examination must take place no sooner than the times regularly scheduled for the next comprehensive examination. The Graduate Studies Committee may elect to require an oral examination in addition to the written comprehensive examination.

## COURSE PROGRAM

The student's program is planned with his adviser from the full curriculum of graduate courses. A minimum of twelve hours must be completed in one specific area. The areas of specialization include the following: elementary and secondary administration and supervision, elementary and secondary guidance, elementary education, secondary education, and reading. This program is sub-

ject to the approval of the Graduate Studies Committee of the Department of Education.

The program will include the following core courses, which are to be taken at the beginning of the program.

Ed. 401 Philosophy of Education

Ed. 490 Methodology of Educational Research

Ed. 491 Statistics in Education



## Master of Education in Guidance and Counseling

As a professional educator with practical experience in the classroom, a future school guidance counselor should have already acquired a thorough understanding of all aspects of human development and should be reasonably familiar with the educational setting in which he will work. In addition to this basic preparation, the program for school service personnel in the area of guidance and counseling seeks to fulfill the following specific objectives in training school guidance counselors by assisting each candidate: to understand the philosophy of guidance as an integral function in the educational process; to obtain a thorough knowledge of the basic concepts, principles, methods, procedures, and techniques of guidance and counseling; and to become duly certified, competent guidance counselors adequately prepared and completely qualified to implement in the educational setting the knowledge and skills acquired.

The degree program for students specializing in the area of guidance and counseling, exclusive of standards for state certification, prescribes that each student obtain, in addition to the nine-hour core requirements, a minimum of twelve semester hours of credit from among the list of program offerings submitted below. The other nine hours of credit needed to make the total of thirty semester hours for the master's degree may be elective courses.

A student may fulfill the Louisiana State requirements for certification as a Guidance Counselor in the elementary school by completing the following seven courses for a total of twenty-one semester hours of credit:

Ed. 452—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
Ed. 475—Counseling: Theory and Practice	3 sem. hrs.
Ed. 478—Practicum in Guidance: Elementary	3 sem. hrs.
Ed. 481—Analysis of the Elementary School Pupil	3 sem. hrs.
Ed. 484—Guidance: Orientation to the World of Work	3 sem. hrs.
Ed. 485—Principles and Administration of Elementary School Guidance	3 sem. hrs.
Ed. 486—Guidance: Group Processes in the Elementary School	3 sem. hrs.

A student may fulfill the Louisiana State requirements for certification as a

Guidance Counselor in the secondary school by completing the following seven courses for a total of twenty-one semester hours of credit:

Ed. 470—Principles and Administration of Guidance: Secondary	3 sem. hrs.
Ed. 471—Analysis of the Individual: Educational Tests and Measurements	3 sem. hrs.
Ed. 472—Vocational Guidance	3 sem. hrs.
Ed. 474—Educational and Occupational Information	3 sem. hrs.
Ed. 475—Counseling: Theory and Practice	3 sem. hrs.
Ed. 476—Group Processes in Secondary Education	3 sem. hrs.
Ed. 479—Practicum in Guidance: Secondary	3 sem. hrs.



## Master of Education in Reading

In addition to the core requirements for the Master's program, all M.Ed. students concentrating in the field of reading will be required to complete the following courses:

Ed. 457—Reading Foundations	3 sem. hrs.
Ed. 458—Diagnosis and Correction of Reading Difficulties	3 sem. hrs.

Either—

Ed. 455-456—Supervision and Curriculum in Reading for the Secondary School Teacher	6 sem. hrs.
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Or—

Ed. 460-461—Supervision and Curriculum in Reading for the Elementary School Teacher	6 sem. hrs.
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The remaining six required hours may be selected from the following courses:

Ed. 431—Mental Hygiene and Psychology of Personality Development	3 sem. hrs.
Ed. 443—Advanced Educational Psychology	3 sem. hrs.
Ed. 444—Characteristics of the Learning Disabled	3 sem. hrs.
Ed. 445—Language Development	3 sem. hrs.
Ed. 452—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.

Ed. 453—Advanced Psychology of Adolescence 3 sem. hrs.

Ed. 471—Analysis of the Individual:  
Educational Tests and Measurements 3 sem. hrs.

This program meets the minimum standards for reading specialists as determined by the IRA with this limitation: a minimum of three years teaching and/or clinical experience.



## Master of Education in Administration

Graduate courses in Administration and Supervision provide experiences that enable the student to gain an understanding of the *processes* of administration and supervision in our changing society; likewise, the important role the principal plays in securing high quality education. The courses further examine the *methods of operation for effective leadership* and thus the student becomes better acquainted with the implication of leadership as well as the power structures, crucial issues, and the current problems involved in school administration and supervision.

In addition to the nine-hour core requirements of the Master's program, twelve hours of courses in the field of administration and supervision are required. The courses in administration and supervision are Ed. 420, Ed. 421, Ed. 422, Ed. 423, Ed. 424, Ed. 425, Ed. 426, Ed. 427, Ed. 428, and Ed. 432.

For elementary principal or supervisor, the following two courses are required:

Ed. 420—School Administration: Elementary 3 sem. hrs.

Ed. 421—School Supervision: Elementary 3 sem. hrs.

For secondary principal or supervisor, the following two courses are required:

Ed. 422—School Administration: Secondary 3 sem. hrs.

Ed. 423—School Supervision: Secondary 3 sem. hrs.

If individuals wish to prepare for both levels, Ed. 420, Ed. 421, Ed. 422, and Ed. 423 are required.

The suggested electives which would contribute to the program at the elementary level are:

Ed. 424—School Administration: Financing Public Education 3 sem. hrs.

Ed. 425—School Administration: Legal Foundations  
and Problems 3 sem. hrs.

Ed. 432—Supervision of Student Teachers 3 sem. hrs.

Ed. 440—Elementary School Curriculum 3 sem. hrs.

Ed. 442—Problems in Elementary Education	3 sem. hrs.
Ed. 452—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
Ed. 473—Career Education	3 sem. hrs.
Ed. 480—Urban Education	3 sem. hrs.

The suggested electives which would contribute to the secondary level program are:

Ed. 424—School Administration: Financing Public Education	3 sem. hrs.
Ed. 425—School Administration: Legal Foundations and Problems	3 sem. hrs.
Ed. 432—Supervision of Student Teachers	3 sem. hrs.
Ed. 450—Secondary School Curriculum and Co-curricular Activities	3 sem. hrs.
Ed. 451—Problems in Secondary Education	3 sem. hrs.
Ed. 453—Advanced Psychology of Adolescence	3 sem. hrs.
Ed. 454—The Junior High School	3 sem. hrs.
Ed. 473—Career Education	3 sem. hrs.
Ed. 480—Urban Education	3 sem. hrs.

For certification of parish or city school supervisor or school principal, in addition to the teaching certificate and successful teaching experience, the State of Louisiana requires a Master's degree from a regionally-accredited institution, including twelve semester hours of professional education at the graduate level.



## Master of Education in Elementary Education

Students working for advanced preparation in Elementary Education are required to complete the nine-hour core requirement and twelve hours from the following courses:

Ed. 432—Supervision of Student Teachers	3 sem. hrs.
Ed. 440—Elementary School Curriculum	3 sem. hrs.
Ed. 442—Problems in Elementary Education	3 sem. hrs.
Ed. 443—Advanced Educational Psychology	3 sem. hrs.
Ed. 444—Characteristics of the Learning Disabled	3 sem. hrs.
Ed. 445—Language Development	3 sem. hrs.



Ed. 452—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
Ed. 457—Reading Foundations	3 sem. hrs.
Ed. 458—Diagnosis and Correction of Reading Difficulties	3 sem. hrs.
Ed. 460-461—Supervision and Curriculum in Reading for the Elementary School Teacher	6 sem. hrs.
Ed. 463—The Introduction to Media in Education	3 sem. hrs.

The other nine hours of electives may be taken from any graduate courses with the approval of their advisor.



## Master of Education in Secondary Education

Students working for advanced preparation in Secondary Education are required to complete the nine-hour core requirements and twelve hours from the following courses:

Ed. 432—Supervision of Student Teachers	3 sem. hrs.
Ed. 443—Advanced Educational Psychology	3 sem. hrs.
Ed. 450—Secondary School Curriculum and Co-Curricular Activities	3 sem. hrs.
Ed. 453—Advanced Psychology of Adolescence	3 sem. hrs.
Ed. 454—The Junior High School	3 sem. hrs.
Ed. 455-456—Supervision and Curriculum in Reading for the Secondary School Teacher	6 sem. hrs.
Ed. 463—The Introduction to Media in Education	3 sem. hrs.

The other nine hours of electives may be taken from any graduate courses with the approval of their advisor.



## Education Course Offerings

### Ed. 401—Philosophy of Education

A brief study of the major philosophies, including contemporary movements, which affect educational thought. 3 sem. hrs.

### Ed. 402—Comparative Education

A comparison of the most typical educational systems in Europe, Asia, and America

pointing out the basic differences in such areas as objectives, curricula, and teaching methods; social and technical changes and their effects. 3 sem. hrs.

**Ed. 420—School Administration: Elementary**

Principles, policies, practices and problems of elementary school administration; the role and functions of the elementary principal; the improvement of pupil discipline and school-community relations. 3 sem. hrs.

**Ed. 421—School Supervision: Elementary**

Principles, policies, practices and problems of elementary school supervision; in-service education of teachers; replacement or modification of the assign-study-recite-test scheme of teaching by more modern and defensible teaching techniques. 3 sem. hrs.

**Ed. 422—School Administration: Secondary**

Principles, policies, practices and problems of secondary school administration; the role and functions of the secondary principal; the improvement of pupil motivation and teacher morale; administering the comprehensive secondary school. 3 sem. hrs.

**Ed. 423—School Supervision: Secondary**

Principles, policies, practices and problems of secondary school supervision; the aims and objectives of secondary education; coordination, reform and reorganization of the secondary school curriculum. 3 sem. hrs.

**Ed. 424—School Administration: Financing Public Education**

The development of public support of education in the United States; the role of federal, state, and local government in financing education; principles, practices and problems relative to the sources, distribution, and expenditure of public funds. 3 sem. hrs.

**Ed. 425—School Administration: Legal Foundations and Problems**

Principles of law as found in Constitutional provisions, typical statutes and decisions of cases as they affect education, public and private, are examined in this course from the viewpoint of governing bodies, administrators, educators, students and those responsible for them. 3 sem. hrs.

**Ed. 426—Organization and Administration of Public Education in the United States**

The scope and sequence of American Public Education; the role of the federal government, state government, and the local school district in American public education; problems, responsibilities and activities of public school teachers. 3 sem. hrs.

**Ed. 427—The Organization and Administration of the Middle School**

Principles, Problems, Practices and Policies of the Middle School Administration; the role and functions of the principal in this type of school. This course can be used as an administration course needed for certification as an elementary principal. 3 sem. hrs.

**Ed. 428—Innovations In Education**

This course deals with the philosophy, organization and administration of an innovative elementary school. Included in this instructional program will be team-teaching, non-graded classes and individualized instruction. 3 sem. hrs.

**Ed. 431—Mental Hygiene and Psychology of Personality Development**

A study of the nature, principles, problems, and techniques of mental hygiene as applied to the personal-social-emotional adjustment of the child in the educational process and of the meaning, structure, components, management, and patterns of adjustment in the psychology of personality development as related to the promotion of good mental health. 3 sem. hrs.

Ed. 432—Supervision of Student Teachers

Role of the supervising teacher in student teaching. For those teachers who are interested in supervising elementary or secondary student teachers. Prerequisite: teaching experience and consent of instructor. 3 sem. hrs.

Ed. 440—Elementary School Curriculum

Comprehensive survey and study of the elementary school program. 3 sem. hrs.

Ed. 442—Problems in Elementary Education

Seminar in problems peculiar to education at the elementary level. 3 sem. hrs.

Ed. 443—Advanced Educational Psychology

A study of the nature of learning and the learning process with emphasis on a critical examination and evaluation of various theories of learning; the factors affecting learning, such as individual differences, motivation, memory, habits, transfer of training, and so on. 3 sem. hrs.

Ed. 444—Characteristics of the Learning Disabled

Treats the various professional approaches used to understanding the child who has great difficulty in learning but is apparently normal intellectually. Emphasis is upon the recognition, understanding, and remediation of various forms of learning disabilities. 3 sem. hrs.

Ed. 445—Language Development

A study of normal, delayed and distorted language development, diagnostic and remedial techniques for children with language disorders. 3 sem. hrs.

Ed. 450—The Secondary School Curriculum and Co-curricular Activities

Historical development of secondary education in the United States; objectives, purposes, and functions of curriculum including co-curricular activities; principles of curriculum development and reorganization; organization and structure of the curriculum; factors influencing the curriculum. 3 sem. hrs.

Ed. 451—Problems in Secondary Education

A critical analysis of the problems and issues of secondary education today and an appraisal of the proposals for suggested changes and improvements in secondary education. 3 sem. hrs.

Ed. 452—Advanced Child Psychology: Child Growth and Development

A thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of the various traits of personality prior to the onset of puberty. Required for counselors in the elementary school. 3 sem. hrs.

Ed. 453—Advanced Psychology of Adolescence

A thorough study of the adolescent personality through the analysis of physical, emotional, social, motivational, intellectual, and volitional developmental changes, behavioral characteristics, basic problems and adjustments. 3 sem. hrs.

Ed. 454—The Junior High School

Current administration, principles and practices essential to the effective organization and management of the junior high schools. Will consider the educational leadership required of the junior high school principalship in such areas as the program of studies, schedule making, instructional materials, student activities, staff relationships, and school-community relations. 3 sem. hrs.

Ed. 455-456—Supervision and Curriculum in Reading for the Secondary School Teacher

Principal emphasis is placed on supervision and curriculum to determine the achieve-

ment of the objectives of developmental reading with practical experiences with the materials and supplementary equipment. Experience will be provided with students in large groups, grades 7-12. Summer only. 6 sem. hrs.

Ed. 457—Reading Foundations

A foundation course designed to explore, in depth, the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills. 3 sem. hrs.

Ed. 458—Diagnosis and Correction of Reading Difficulties

A course to give the classroom teacher, administrator, and reading specialist insight concerning the problems related to reading disabilities. Utilizing clinical experience with children, the causes, diagnostic procedures, and remedial methodology for increasing reading efficiency will be emphasized. 3 sem. hrs.

Ed. 460-461—Supervision and Curriculum in Reading for the Elementary School Teacher

A class-practicum course stressing diagnosis and correction of reading problems at the elementary level and the supervision of developmental programs and individualized instruction in reading. Emphasis will be placed on analysis and implementation of current curriculum materials as well as standardized and teacher-made tests. The clinic provides an opportunity to work under supervision with children possessing reading difficulties. 6 sem. hrs.

Ed. 463—The Introduction to Media in Education

Students will study communications theory and technology as it is applied to all types of educational situations. Practical operation of the hardware as well as knowledge about software will enable students, teachers, librarians, and educators in other fields to begin using the aids of educational technology in the teaching/learning process. 3 sem. hrs.

Ed. 464—Analysis of the Role of Media in Education

Students will research Educational Communications and Technology literature and use media to present the current state of the art—the promises and limitations of media in education. Registration only with the consent of the instructor. 3 sem. hrs.

Ed. 465—Production Techniques I

A practical studio production course, including a weekly lecture/critique meeting, and two weekly studio laboratory sessions. Basic theoretical and practical knowledge of three message systems—television, motion pictures, and radio will be covered. Awareness of the processes of production in all three mediums will be emphasized. The course is team taught by production specialists. Super 8mm film stock and processing cost must be paid for by the student. 3 sem. hrs.

Ed. 466—Production Techniques II

A continuation of Ed. 465. Emphasis will be on student written, produced and directed material. Use of 16mm film equipment will be covered. This course is also team taught. Purchase of film stock must be made by the student. Prerequisite Ed. 465. 3 sem. hrs.

Ed. 467—Instructional Television Programming

Students will use color television facilities to produce instructional television material that will achieve specific behavioral learning objectives. Learning theory is combined with conceptualization, research, writing, visualization design and production of ITV program segments. Emphasis is on creativity, students will be expected to apply imagination in order to combine learning elements in new attention-holding ways. Professional television production teamwork is stressed. Registration only with consent of instructor. 3 sem. hrs.

- Ed. 470—Principles and Administration of Guidance: Secondary  
A survey of the history, nature, purposes, functions, principles and practices of organized guidance in our educational system. Required for Counselors in secondary schools. 3 sem. hrs.
- Ed. 471—Analysis of the Individual: Educational Tests and Measurements  
A survey of the educational measurement movement; the principles and techniques of constructing and improving teacher-made tests; an appraisal of intelligence, aptitude, achievement, and interest tests relative to their validity, reliability, administration and interpretation. Required for Counselors in secondary schools. 3 sem. hrs.
- Ed. 472—Vocational Guidance  
Required for counselors in the secondary school. 3 sem. hrs.
- Ed. 473—Career Education 3 sem. hrs.
- Ed. 474—Educational and Occupational Information  
A study of various types of published information and multi-sensory materials, various occupational classification systems, methods of collecting, classifying, evaluating, and using occupational information. Required for counselors in secondary schools. 3 sem. hrs.
- Ed. 475—Counseling Theory and Practice  
Theories and techniques of counseling with consideration given to the principles, practices, tools, problems, and evaluation of counseling. Required for counselors in secondary and elementary schools. 3 sem. hrs.
- Ed. 476—Group Processes in Secondary Education  
The nature, importance, and types of group guidance in a guidance program; an intensive study of the contents, materials and techniques utilized in group guidance. Required for counselors in the secondary school. 3 sem. hrs.
- Ed. 477—Organization and Administration of Guidance  
A careful study of the various types of guidance programs current in theory and practice. This will stress the functions of guidance at the elementary, secondary, college, and adult level. 3 sem. hrs.
- Ed. 478—Practicum in Guidance: Elementary  
Required for counselors in the elementary school. 3 sem. hrs.
- Ed. 479—Practicum in Guidance  
This course is designed to apply the testing and counseling knowledge and skills acquired in other courses. In classroom discussion trends, issues, professional stature and ethical conduct as well as related services will be emphasized. This should be the last course taken in the student's guidance sequence. Required for counselors in the secondary school. 3 sem. hrs.
- Ed. 480—Urban Education  
This course presents the unique aspects of education in urban societal structure. Emphasis is placed on development of appropriate objectives and teaching techniques. 3 sem. hrs.
- Ed. 481—Analysis of the Elementary School Pupil  
Required for counselors in the elementary school. 3 sem. hrs.
- Ed. 484—Guidance: Orientation to the World of Work  
Required for counselors in the elementary school. 3 sem. hrs.
- Ed. 485—Principles and Administration of Elementary School Guidance  
Required for counselors in the elementary school. 3 sem. hrs.

Ed. 486—Guidance: Group Processes in the Elementary School

Required for counselors in the elementary school.

3 sem. hrs.

Ed. 487E\*—The Learning Process

The normal phases of child development are discussed with particular emphasis on how they relate to the learning process and the child's readiness to use the school situation for the acquisition of knowledge and skills.

3 sem. hrs.

Ed. 488E\*—A Seminar in Adolescent Behavior

In these seminars disturbances of personality function in the educational setting of adolescents in particular are studied from the psychoanalytic point of view. Prerequisite Ed. 487E.

3 sem. hrs.

Ed. 489E\*—Advanced Techniques in Guidance

The seminars place emphasis on clinical material from the classroom situation. The Touro Infirmary Mental Health Center facilities and case material will also be utilized. Prerequisite Ed. 488E.

3 sem. hrs.

Ed. 490—Methodology of Educational Research

An extensive study of the methods and tools of educational research with emphasis upon student application of the scientific method through the selection, development, and reporting of a research topic.

3 sem. hrs.

Ed. 491—Statistics in Education

The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education and found in educational literature.

3 sem. hrs.

Ed. 499—Research Problem in Education

An individual research project, under close supervision of a faculty member, when particular needs of a student cannot be satisfied by the regularly scheduled courses. This course is available only to students who have completed a minimum of twelve semester hours of graduate credit in Education courses, and who are candidates for the M.Ed. degree. No student may enroll for more than six hours total credit in this course. A formal petition must be filed with the Department of Education prior to registration.

1-3 sem. hrs.



\* These courses are offered by extension at the New Orleans Psychoanalytic Institute, 3624 Coliseum Street, New Orleans, La.



# MATHEMATICS

*Chairman:* Bernard A. Tonnar, S.J., M.A.;

*Professor:* Robert McLean;

*Associate Professor:* Bernard A. Tonnar, S.J.;

*Assistant Professors:* James Fugate, Cecil Hallum, Gerard Protomastro.

## PURPOSE

There are many areas of study and application for the mathematician's professional life but many of these require a more sophisticated foundation than that provided by the usual undergraduate major program. The Master of Science degree in mathematics at Loyola University is designed to develop a level of competence that will place graduates at the threshold of independent study and research.

This provides a sound foundation for joining applied or research groups in industrial, business, social science or government work. The University realizes a responsibility for training qualified faculty for teaching in the growing number of liberal arts, junior and community colleges. This program is well adapted to this purpose. A seminar in college teaching is included for those graduate students who plan to teach at the college level.

## ADMISSION TO CANDIDACY

Applicants wishing to study for the Master of Science in Mathematics must have a baccalaureate degree from an accredited four-year institution and must exhibit a potential for graduate work. The Graduate Committee of the Department of Mathematics will expect an above average showing in undergraduate mathematics and favorable scoring on the Graduate Record Examination. In addition an undergraduate background, including advanced calculus, linear algebra, and abstract algebra is required. If this foundation is lacking, the student is expected to take certain foundation courses prior to admission to Candidacy.

## REQUIREMENTS FOR THE DEGREE

All students will take the three basic sequences in analysis, algebra, and topology (Mt. 501,502, or 505, Mt. 511,512; Mt. 521,522) for a total of eighteen hours. They elect an additional twelve hours of mathematics including a research problem.

Those wishing to be recommended for teaching at the junior college or small liberal arts college level will participate in the college faculty preparation seminar and may elect to take an additional six hours of mathematics courses

rather than develop a research problem. This would total thirty six hours. Credit for the teaching seminar is not included in the thirty hours or thirty-six hours for the degree.



## Courses

### Math 501-502—Real Analysis

An investigation of the topics of LeBesgue measure and integration, and general measure and integration theory. 6 sem. hrs.

### Math 505-506—Complex Analysis

An investigation of the properties of complex valued functions over a complex domain including complex integration, residue and pole theory, conformal mapping. 6 sem. hrs.

### Math 509-510—Advanced Topics in Analysis

Prerequisite: Permission of the instructor. 6 sem. hrs.

### Math 511-512—Abstract Algebraic Theories I

This is a survey of groups, rings, fields, vector spaces, lattices and algebraic field extensions. 6 sem. hrs.

### Math 515—Theory of Numbers

3 sem. hrs.

### Math 516—Theory of Groups

3 sem. hrs.

### Math 519-520—Advanced Topics in Algebra

Prerequisite: Permission of the instructor. 6 sem. hrs.

### Math 521-522—General Topology

An introduction to point set topology through metrization with applications. 6 sem. hrs.

### Math 529-530—Advanced Topics in Topology

6 sem. hrs.

### Math 531-532—Geometric Theories

This is a survey of topics in Euclidean, non-Euclidean, affine, projective and algebraic geometries. 6 sem. hrs.

### Math 539-540—Advanced Topics in Geometry

6 sem. hrs.

### Math 541-542—Topics in Applied Mathematics

Topics will be selected from concepts adaptable to the design and solution of problems in economics, business, physics, biology, chemistry, and computer-oriented research fields. 6 sem. hrs.

### Math 543-544—Probability and Mathematical Statistics

6 sem. hrs.

### Math 545-546—Numerical Analysis

6 sem. hrs.

### Math 591-592—Research Problem

The developing of research techniques through seminar presentations and discussions with the ultimate goal of preparing a scholarly dissertation dealing with concepts at or near the frontiers of contemporary mathematics will dominate this research seminar. 6 sem. hrs.



## Math 595-596—College Faculty Preparation Seminar

This is required for all graduate students expecting to teach at the college level. Psychology of learning, observation of master teachers, classroom techniques, the role of innovation, faculty responsibilities, and rewards will be among the topics of seminar discussions. The seminars are designed to bring the graduate to a higher level of readiness and competence for the routine challenges of college teaching. The art of teaching will be introduced through participation in clinical teaching of undergraduate topics at various times in one of the master teachers experimental or regular sections.

6 sem. hrs.





## COLLEGE OF MUSIC

*Dean:* Joe B. Buttram, Ph.D.;

*Professors:* Charles Braswell, Joe B. Buttram, Elise Cambon, Michael Carubba, Clement McNaspy, S.J.;

*Associate Professors:* James Bastien, Patrick McCarty;

*Assistant Professors:* Joseph Hebert, Janet Martin, Esther Olin;

*Instructors:* Thomas Tunks, Larry Wyatt.

### PURPOSE

The Graduate Division of the College of Music offers two degrees, the Master of Music Education and the Master of Music in Music Therapy. The Master of Music Education degree is designed for members of the teaching profession. The intent of the degree is the development of professional leadership capabilities with emphasis on scholarly research. The Music Therapy Department offers a program of graduate study designed to provide serious students with the opportunities to achieve advanced professional, behavioral and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

### ADMISSION TO CANDIDACY

In order to pursue the Master of Music Education degree, the applicant must hold a Bachelor of Music Education degree or its equivalent, from a recognized institution. Those applicants holding a Bachelor's degree but not meeting the educational requirements for State certification in music may also pursue the degree, but must fulfill all deficiencies for certification before being formally admitted to candidacy. Applicants for the Master of Music Therapy degree are required to have a Bachelor of Music Therapy degree from an institution approved by the National Association for Music Therapy. In lieu of this, students having music degrees with majors other than music therapy may be admitted to Candidacy after all undergraduate requirements for the music therapy degree are fulfilled.

The applicant for Candidacy is required to complete the Miller Analogies Test, which is administered several times per year at Loyola University. Results of this test are to be sent to the Chairman of the Graduate Division, College of Music.

The applicant must take entrance examinations administered by the College of Music in music theory, history, and literature. Also required is an audition on the major instrument and a piano proficiency examination.

The applicant for the Master of Music Therapy degree must take a battery

of standard psychological tests. It is recommended that a professional testing agency be employed for this purpose. Results of these tests are to be sent directly to the *Chairman of the Music Therapy Department*.

## RESIDENCE

Both graduate degrees offered by the College of Music require a minimum of *one semester*, or its equivalent in summer terms, as a full-time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of twelve semester hours during the regular term and a maximum of nine semester hours during the summer session. A full-time teacher who wishes to take courses during the regular term may enroll for a maximum of six hours per semester.



# Master of Music Education

The candidate for the Master of Music Education degree may select one of three different degree tracks which are described below.

Track I—This program is intended for the student interested in research and considering doctorate study. The degree requires a total of 30 semester hours, 3-4 of which, are for the purpose of writing a thesis. An oral examination in defense of the thesis is required.

Track II—This program is intended for the candidate with strong emphasis and ability in performance. Requirements may be fulfilled by 36 semester hours of course work, 6 hours of which will be awarded for a recital/lecture program with accompanying written analysis.

Track III—This program offers the candidate the opportunity to fulfill his degree requirements by completing 36 semester hours of course work followed by written and oral examinations. In addition, he must display certain proficiencies, these being determined by the area of emphasis.

The selection of the proper track for a particular individual will be determined by the student in consultation with his advisor. This may be done after the completion of approximately 12 semester hours. Questions relating to degree programs or changes in degree programs for individuals now enrolled will be answered upon request.

Courses are elected from the following areas:

I. Music Education 10-18 hours

### Required Courses:

Mu 590—Seminar in Research 1 sem. hr.

Mu 591—Thesis 3-4 sem. hrs.

Mu 551—Organization of School Music 3 sem. hrs.

Courses may be elected from the following to complete the required 10-15 hours:

\*Mu 454—Psychology of Music I 3 sem. hrs.

\* Students may take a minimum of six hours of 400 level (undergraduate) courses which may apply to the graduate degree.

Mu 463—Influence of Music on Behavior I	3 sem. hrs.
Mu 515—Choral Pedagogy	3 sem. hrs.
Mu 521—Special Problems in Music Education	2-3 sem. hrs.
Mu 523—Woodwind Pedagogy	3 sem. hrs.
Mu 525—Brass Pedagogy	3 sem. hrs.
Mu 529—String Pedagogy	3 sem. hrs.
Mu 553—Music in Society	3 sem. hrs.

II. General Music 9-17 hrs. to be selected from the following:

Mu 511—Pedagogy of Theory	3 sem. hrs.
Mu 517—Seminar in Style Analysis	3 sem. hrs.
Mu 527—Applied Music	2-4 sem. hrs.
Mu 531—Choral Literature	3 sem. hrs.
Mu 537—Orchestral Literature	3 sem. hrs.
Mu 561—Advanced Choral Conducting	3 sem. hrs.
Mu 565—Advanced Instrumental Conducting	3 sem. hrs.
Mu 585—Advanced Scoring	3 sem. hrs.
Mu 593-4—Recital, Recital Document	6 sem. hrs.
Mu 597-8—Ensemble	1-2 sem. hrs.

III. Education 3-9 hours to be selected from courses such as the following:

**Ed 401—Philosophy of Education	3 sem. hrs.
Ed. 443—Advanced Educational Psychology	3 sem. hrs.
Ed. 452—Advanced Child Psychology	3 sem. hrs.
Ed. 453—Advanced Psychology of Adolescence	3 sem. hrs.
Ed 463—Audio-Visual Aids	3 sem. hrs.
Ed 491—Statistics in Education	3 sem. hrs.

\*\* Graduate courses in the School of Education are numbered from 400 to 499.



## Master of Music in Music Therapy

The Master of Music in Music Therapy consists of a minimum of 30 semester hours chosen from the following:

I. Required Courses:

*Psy 403—Experimental Design	3 sem. hrs.
Mu 554—Psychology of Music II	2 sem. hrs.
Mu 563—Influence of Music II	3 sem. hrs.
Mu 573—Research in Music Therapy	3 sem. hrs.
Mu 591—Thesis	4-6 sem. hrs.

\* Graduate courses in the College of Education and in the Psychology Department are numbered from 400 to 499.

## II. Electives I

Mu 511—Pedagogy of Theory	3 sem. hrs.
Mu 515—Choral Pedagogy	3 sem. hrs.
Mu 527—Applied Music	2-4 sem. hrs.
Mu 537—Orchestral Literature	3 sem. hrs.
Mu 585—Advanced Scoring	3 sem. hrs.

## III. Electives II

**Psy 310—Personality Theory	3 sem. hrs.
Psy 402—Psychopathology	3 sem. hrs.
Ed 431—Mental Hygiene and Psychology of Personality Adjustment	3 sem. hrs.
Ed 452—Advanced Child Psychology	3 sem. hrs.
Ed 453—Advanced Adolescent Psychology	3 sem. hrs.
Ed 470—Principles of Guidance	3 sem. hrs.

\*\*A minimum of six hours of 300 level (undergraduate) courses may be elected to apply to the graduate degree.

In addition to the required or core courses, a minimum of five hours must be selected from subjects similar to those listed in *Electives I*, and a minimum of nine hours selected from subjects similar to those listed in *Electives II*. A comprehensive oral examination, including defense of the thesis, is required for graduation.



# Courses

### Mu 454—Psychology of Music I

Acoustics of music; Sound waves and their characteristics; vibratory sources of sounds; anatomy of hearing; neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent.  
3 sem. hrs.

### Mu 463—Influence of Music on Behavior I

Historical orientation, the medical use of music; the pre-Socratics; Plato and Aristotle; Aristoxenus; the transmission of Greek knowledge to the Middle Ages; the beginnings of activity or adjunctive therapy, Pinel, Tuke, Simmel, Aichorn.  
3 sem. hrs.

### Mu 511—Pedagogy of Theory

Presentation of the various approaches to the teaching of theory with special emphasis on primary and secondary levels. Auditing of undergraduate theory classes is required.  
3 sem. hrs.

### Mu 515—Choral Pedagogy

Choral organization problems, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.  
3 sem. hrs.

### Mu 517—Seminar in Style Analysis

Style characteristics of selected composers and analysis of representative works;

correlation between expected and actual findings and the effect of theoretical understanding upon performance is emphasized. 3 sem. hrs.

**Mu 521—Special Problems in Music Education**

Individual study in an area of interest and significance under the supervision of a faculty member. 2-3 sem. hrs.

**Mu 523—Woodwind Pedagogy**

Problems related to the teaching of woodwind instruments; mechanical and acoustical problems; instructional materials solo and ensemble literature. 3 sem. hrs.

**Mu 525—Brass Pedagogy**

Problems and procedures in the teaching of brass instruments; historical development; acoustical considerations; methods and instructional materials; literature. 3 sem. hrs.

**Mu 527—Applied Music**

Private study. The student must display a minimum level of performing ability on his designated major instrument (including voice). 2-4 sem. hrs.

**Mu 529—String Pedagogy**

Problems in the teaching of string instruments; methods and materials; literature. 3 sem. hrs.

**Mu 531—Choral Literature**

Extensive study of choral literature and style throughout all periods of music history. Special emphasis on materials suitable for junior-senior high school choral groups. 3 sem. hrs.

**Mu 537—Orchestral Literature**

Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works. 3 sem. hrs.

**Mu 551—Organization of School Music**

A study of Music Education, its historical development, its position in the context of educational philosophy and psychology, recent trends and the place of music in the school curriculum; criteria for the evaluation of activities, courses, materials, and methods in a well-balanced program of music. 3 sem. hrs.

**Mu 553—Music in Society**

A study of musical aesthetics as related to the social and political development of Western Man: Origins of aesthetic thought, Plato, Aristoxenus; Roman, Patristic and Reformation theories; Aesthetics and empiricism; Modern sociological and psychological contributions. Lecture; 3 sem. hrs.

**Mu 554—Psychology of Music II**

Techniques and instrumentation for research in the psychology of music. Lecture and laboratory. 2 sem. hrs.

**Mu 561—Advanced Choral Conducting**

A detailed study of advanced conducting problems; special emphasis on score reading and analysis; contemporary literature, style and interpretation. 3 sem. hrs.

**Mu 563—Influence of Music on Behavior II**

Man and Music; Processes in Music Therapy; The Community Concept in Music Therapy. 3 sem. hrs.

**Mu 565—Advanced Instrumental Conducting**

Conducting techniques; score reading and analysis; literature, style and interpretation. 3 sem. hrs.

**Mu 572—Research in Music Education**

Original investigations in the field of music education. 2-5 sem. hrs.

**Mu 573—Research in Music Therapy**

Original investigations in the field of music therapy. Seminar. 3 sem. hrs.

**Mu 585—Advanced Scoring**

The study of scoring for various media such as concert band, chorus, string orchestra, and full orchestra; course structured to individual student's need and interest. 3 sem. hrs.

**Mu 590—Seminar in Research**

Required of all Master's candidates, enrollment must be concurrent with the student's first semester in the graduate program; techniques in research and writing crucial to the completion of the thesis. 1 sem. hr.

**Mu 591—Thesis**

Research; required of students electing Track I of the Master of Music Education program and for the Master of Music Therapy program. 3-6 sem. hrs.

**Mu 593-4—Recital, Recital Document**

Performance and written analysis of selected works; required of students electing Track II of the Master of Music Education program. 6 sem. hrs.

**Mu 597-8—Ensemble**

May consist of Chorus, Orchestra, Band or smaller ensemble. 1-2 sem. hrs.





# GRADUATE PROGRAMS IN SCIENCE TEACHING IN THE CHEMISTRY, MATHEMATICS AND PHYSICS DEPARTMENT

## PURPOSE

The departments of Chemistry, Mathematics, and Physics offer a graduate program uniquely designed for teachers and leading to a Master of Science in Teaching. It is designed to improve subject matter mastery in their teaching field and in related sciences, as well as to keep the teachers abreast of modern developments.

## ADMISSION TO CANDIDACY

Any teacher who has a Bachelor's degree from a recognized institution and has undergraduate training in his chosen field may be admitted to the degree program. The adequacy of undergraduate training will be determined by the Graduate Committee of the respective Department and based on official transcripts of previous work; on results of a placement examination; and on personal interviews with the applicant. Following successful completion of some work, the student will be admitted to degree Candidacy.

## DEGREE REQUIREMENTS

A candidate is eligible for the degree when he has accumulated 30 semester hours averaging 3.00 from the graduate courses taken. Of these hours, at least 18 must be in the major field and taken at Loyola University. Up to 6 hours may be taken in the field of Education, the remaining hours may be taken in a related science field.

If the degree is to be granted for course work alone, satisfactory performance in a comprehensive examination on all courses is required. In lieu of this comprehensive examination, and with prior approval of the Graduate Committee of the respective department, the Candidate may elect to write a thesis under faculty supervision. In this latter case, an oral "defense" of the thesis, or of the research on which it is based, may take the place of the comprehensive examination.

Each candidate must have satisfactorily completed either the thesis or the comprehensive examination at least one month before the date of graduation.





# Master of Science in Teaching Chemistry Course Offerings

*Chairman:* Anthony DiMaggio, Ph.D.;

*Professors:* Robert Petterson, Jasjit Walia, Richard S. Wendt;

*Associate Professors:* Anthony DiMaggio, Frank Komitsky, Jr.

## Ch. 401-402T—General Chemistry

This course is usually taught every year and is the course usually taken by new participants who are not familiar with the CHEM Study or CBA curriculum. Lecture and Laboratory. 8 sem. hrs.

## Ch. 403-404T (Ed. 403-404)—Principles of Physical Science

This course, offered to lower elementary school teachers, is designed to furnish sufficient background subject matter in basic chemistry and physics to enable them to incorporate meaningful and accurate concepts in physical science into their curricula. Credit is applicable toward the M.Ed or the M.S. in Science Teaching Degree. Lecture and Laboratory. 6 sem. hrs.

Participants whose backgrounds warrant it may take more advanced courses from the group Ch. 411 through Ch. 499. Two to four of these courses may be taken for a total of eight semester hours a year. All advanced courses will be given in any three-year sequence. During laboratory, opportunities will be available for preparation of molecular models and other demonstration material for use in the participants own high school classes.

## Ch. 405-406T—Principles of Chemistry for Elementary School Teachers

Similar to Ch. 403-404T, except more extensive. Lecture. 6 sem. hrs.

## Ch. 407T—Philosophy of Science

A seminar type course designed to familiarize elementary school teachers with the philosophy, terminology, and methodology of science. Lecture. 2 sem. hrs.

## Ch. 408T—Laboratory Experiments in Chemistry

Accompanies Ch. 405-406. Laboratory. 2 sem. hrs.

## Ch. 409T—Preparation of Materials Laboratory

A practical course in the preparation of devices and other teaching aids suitable for use in the elementary school classroom. Lecture demonstration and Laboratory. 4 sem. hrs.

## Ch. 410T—Elementary Science Practicum

Supervised experience with elementary school children in the learning of physical science principles using Montessori-type Devices. 4 sem. hrs.

## Ch. 411T—Quantitative Analysis

Basic principles and techniques of quantitative analysis including stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titration, and gravimetric methods. Lecture and Laboratory. 4 sem. hrs.

## Ch. 412T—Analytical Chemistry I

Basic principles of analytical chemistry. Separation of ions, volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of adsorption indicators, iodimetry, statistical methods applied to analytical chemistry, use of organic

precipitants, EDTA, colorimetry, electrometric methods, chromatography. Lecture and Laboratory. 4 sem. hrs.

Ch. 413T—Analytical Chemistry II

An analytical instrumentation course, including spectrophotometry, (IR, visible, UV, flame), chromatography (gas, thin-layer, column), electrometric methods and polarography. Lecture and Laboratory. 4 sem. hrs.

Ch. 421T—Organic Chemistry

Covers structural and bonding theory, organic reaction mechanisms, stereochemistry, and type reactions of organic compounds. Modern methods of determining molecular structure. Lecture and Laboratory. 4 sem. hrs.

Ch. 422T—Organic Reactions and Mechanisms

A detailed study of the major type and name reactions. Mechanisms will be discussed using kinetics, thermodynamics, and other physicochemical principles. Lecture. 3 sem. hrs.

Ch. 423T—Techniques of Organic Chemistry

Selected experiments using apparatus and instruments not normally available in an introductory organic laboratory course. Opportunity will be given to develop demonstrations and experiments suitable for use in high school chemistry courses. Laboratory. 1 sem. hr.

Ch. 424—Instrumental Organic Analysis

A detailed study into the fundamental physical principles of construction and operation of scientific electronic equipment used routinely in the analysis of organic compounds. Lecture, Demonstration and Laboratory. 4 sem. hrs.

Ch. 431T—Inorganic Chemistry

Nuclear structure and reactions, atomic structure, chemical bonding, and periodicity. Inorganic stereochemistry and reaction mechanisms, acid-base theories, and non-aqueous solvents. Lecture. 3 sem. hrs.

Ch. 432T—Inorganic Chemistry Techniques

A presentation of special laboratory techniques illustrated by carefully chosen syntheses of several types of compounds. Laboratory. 1 sem. hr.

Ch. 441T—Physical Chemistry

The states of matter and kinetic theory, thermodynamics, the laws of solutions, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, and molecular structure. Lecture and Laboratory. 4 sem. hrs.

Ch. 442T—Colloid Chemistry

Basic principles of colloid chemistry including interfacial phenomena, viscosity, nucleation, lyophilic and lyophobic systems, optical and electrical properties of colloids. Lecture. 3 sem. hrs.

Ch. 443T—Colloid Chemistry

Preparation and coagulation of colloids. Determination of particle size, shape, form, and structure. Laboratory. 1 sem. hr.

Ch. 444T—Thermodynamics

Selected topics from the field of classical thermodynamics including the mathematical derivation of formulae expressing the three Laws of Thermodynamics. Lecture. 3 sem. hrs.

Ch. 446T—Physical Organic Chemistry

Covers advanced aspects of structure and bonding of organic molecules, resonance, inductive and conformational effects on reactivity and basic elements of spectroscopy. Lecture, demonstration and laboratory. 4 sem. hrs.

Ch. 451T—Biochemistry

Review of the organic chemistry of carbohydrates, lipids, proteins, and nucleic acids. Enzymology, digestion, metabolism, respiration, and endocrinology. Aspects of clinical chemistry. Laboratory work will include typical reactions and determinations on major biological compounds, selected kinetic experiments on the dynamic aspects of biochemistry, and demonstrations of more refined biochemical techniques. Lecture and Laboratory. 4 sem. hrs.

Ch. 452T—Biochemical Mechanisms

A detailed study of individual reactions involved in the synthesis, degradation, and interconversions of major biological compounds with some emphasis on the physicochemical aspects. Lecture. 3 sem. hrs.

Ch. 453T—Biochemical Techniques

Selected experiments using apparatus and instruments not normally available in an introductory biochemical laboratory course. Laboratory. 1 sem. hr.

Ch. 455, 456, 465, 466—Advanced Placement Chemistry I, II, III, and IV

Fundamental principles in chemistry are treated in sufficient depth to enable high school teachers to teach a course in chemistry comparable to a freshman college level course. This is a partially sequential Summer Institute program which may be attended for two summers. Lecture and Laboratory. 4 semester hours each for a maximum of 16 semester hours.

Ch. 499T—Research in Chemistry Teaching

Individual or group research aimed at developing and perfecting chemistry experiments, demonstrations, lecture and laboratory syllabi for adaption into high school chemistry courses. 0-3 sem. hrs.

These courses are taught on a cyclic basis distributed over four to six years. Some semesters no course is offered.



## Master of Science in Teaching Mathematics Course Offerings

*Chairman:* Bernard A. Tonnar, S.J., M.A.

*Professors:* L. Chopin Cusachs, R. T. McLean;

*Associate Professors:* Lewis Todd, Bernard A. Tonnar, Ray Witham;

*Assistant Professors:* James Fugate, Cecil Hallum, Gerard Protomastro, James Schmit.

*The following courses are especially designed for Teachers of Mathematics according to the Recommendations of the Mathematical Association of America for the Training of Mathematics Teachers. The program offers sufficient flexibility for the preparation of mathematics specialists at both the secondary and elementary school levels.*

**Mt. 401—Foundations of Mathematics**

The axiomatic method; theory of sets; infinite sets; countability and cardinality; well-ordered sets; ordinal numbers; mathematical logic; intuitionism; formalism; Hilbert's "proof theory"; Godel's proof. 3 sem. hrs.

**Mt. 403-404—Algebraic Structures of the Number System**

Topics selected to introduce the secondary school teacher to abstract thinking and to generate an appreciation for mathematical structure. This course assumes no prior training in "modern" mathematics. Any mathematics or science teacher is eligible for enrollment. While not designed for this purpose, this course will also supply much of the background needed for future enrollment in linear algebra and analysis. 6 sem. hrs.

**Mt. 405-406—Geometries—Synthetic and Coordinate**

Topics include sets, betweenness, planes, separation, induction and deduction, proof, perpendicular lines, parallel lines, Euclid's fifth postulate, elementary notions about non-Euclidean geometries, parallel planes, congruence, similarity, geometric inequalities, constructions, loci, plane coordinate geometry, proof-using methods of coordinate geometry, areas of polygons, and circles, areas and volumes of solids and miniature geometries. 6 sem. hrs.

**Mt. 407-408—Functions, Concepts and Representations**

Selected functions and relations chosen with the mathematics teacher's needs in mind. Topics will include an introductory study of functions and relations treated abstractly, trigonometric functions, solutions of simultaneous equations by various methods (including computer and matrix methods), probability and frequency functions, introductory analysis. 6 sem. hrs.

**Mt. 413-414—Abstract Algebra**

Algebraic structures, such as groups, rings, fields, etc. Rigorous proofs emphasizing the axiomatic treatment. 6 sem. hrs.

**Mt. 421-422—Introduction to Linear Algebra and Matrices**

Systems of linear equations; vector spaces; basic operations for matrices; determinants; bilinear and quadratic functions and forms; linear transformations on a vector space and canonical representations of a linear transformation. 6 sem. hrs.

**Mt. 423-424—Advanced Linear Algebra**

Real, finite-dimensional cases. Concrete manipulation of vectors and matrices. Vector equations and inequalities, intuitive introduction to linear programming and games. Linear functions and transformation, including a thorough understanding of the solution of  $m$  equations in  $n$  unknowns. 6 sem. hrs.

**Mt. 427-428—Basic Analysis—A Depth Treatment**

A detailed study of the basic concepts of analysis. It will include topological properties of the real numbers; the limit concept; infinite sequences and series; functions defined by sequences and series; continuous functions; uniform continuity; applications to the Calculus. 6 sem. hrs.

**Mt. 431-432—Foundations of Geometry**

A course designed for a formal development of affine and Euclidian geometry, attempting to present coherent development of those portions of geometry actually a part of present day mathematics, meeting the standards of rigor of, employing the concepts and procedures of, and attaching naturally to, present day mathematics. The algebra of real numbers is the basis of this geometry. 6 sem. hrs.

**Mt. 433-434—Geometry**

Foundations of geometry (in the sense of Hilbert). Generalization of the idea of congruence to include rigid motions. A corresponding generalization of the ideas of similarity. Measure theory; familiar area and volume formulas as theorems; Cavalieri's Principle. 6 sem. hrs.

**Mt. 440—History of Mathematics**

This course provides a vibrant study of mathematical development from prehistoric time to the "modern" mathematics puzzling the parents of today's elementary school students. 3 sem. hrs

**Mt. 447-448—Probability and Statistics**

Probability theory from a set-theoretic point of view, and application of basic probability theory to problems of statistical inference. 6 sem. hrs.

**Mt. 453-454—Calculus and Analytic Geometry**

A treatment of the material in Mt. 257-258 with greater manipulative skills expected. Infinite sequences and series. Elementary differential equations. 6 sem. hrs.

**Math 455-456—Calculus II**

This course develops the theoretical aspects of calculus. For the student who already has some experience in the procedures and practices of calculus, this course offers an investigation of the theory from which such procedures and practices emerge. Prerequisite: Background equivalent to Math 427-428 or Math 453-454 (both are advised). 6 sem. hrs.

**Mt. 461-462—Theory of Real Functions**

This introductory graduate level course investigates in depth concepts of uniform continuity and convergence, Lebesgue integrals and other related topics. 6 sem. hrs.

**Mt. 463-464—Theory of Complex Functions**

Analytic functions, Cauchy integral theory, meromorphic functions, analytic continuation are included in the scope of this course. 6 sem. hrs.

**Mt. 493—Programming Mathematical Problems for Digital Computers**

Input, output, and storage devices; binary, octal, hexadecimal and other number systems; coding and programming in machine language; flow charts; sequencing; loops and branches; automatic address modification; precision and scaling; sub-routines; testing programs; optimum programming; automatic programming; compilers. 3 sem. hrs.

**Mt. 494—Numerical Analysis**

Ordinary finite differences; divided differences; interpolation; subtabulation; series and integrals; numerical solution of differential equations; linear systems and matrices; solution of linear equations; difference equations; solution of partial differential equations by difference methods; control of errors. Prerequisites: Mt. 493. 3 sem. hrs.

**Mt. 499—Research**

3 sem. hrs.



# Physics Course Offerings

*Chairman:* Carl H. Brans, Ph.D.

*Special advanced offerings designed specifically for High School Teachers of Physics will be presented as demand and resources permit. These offerings will generally carry graduate credit and will be applicable toward the M.S. (Physics Teaching) degree. Applicants for such degree program must fulfill the general requirements stated on explanation page entitled "Graduate Programs in Science Teaching in the Chemistry, Mathematics and Physics Department."*

## Ph. 470-471—Introductory Physical Science

A unified laboratory-lecture course designed for teachers of students at the junior high level. This laboratory-oriented course, which had its genesis in the Physical Science Study Committee physics program, is expected to equip students to meet the challenge of the various new senior high school courses in science. The study of matter is the central theme; differences between substances and the idea of quantity are the avenues of approach. Participants have a very active role in the program, observations and experiments being integrated directly and immediately with the lectures and problems.

6 sem. hrs.

## Ph. 472-473—Harvard Project Physics

A fresh approach to the teaching of physics primarily from the humanistic point of view. Materials comprising Project Physics include six basic Units, forming the *main line* course, plus a choice of selections from a number of supplemental Units. The course essentially is designed to be good physics in the widest, most humanistic way possible, and presented at a culturally scientific level to challenge the interests and ability of the majority of all senior high school students.

In addition to texts for the above Units other materials in Project Physics include a number of visual aids, special readers, and ingenious laboratory devices. Flexibility of presentation is built into the Project Physics so that high school students and teachers alike have considerable freedom in structuring their individual programs.

6 sem. hrs.

## Ph. 474-475—Project Physics Course—Advanced

A course planned specifically for secondary school teachers who are familiar with the Harvard Project Physics Course and who wish to further implement their training and their facilities. Emphasis is placed on individual creativity in the multi-media approach. Participants will be expected to formulate and to execute a number of specific projects of their choice within the content and the spirit of Project Physics.

Projects may be chosen based on expected direct benefit to either the high school teacher or the high school student; hopefully the experiences gained by the high school teacher will be such as to be readily passed on to the student. Projects may be philosophical, historical, experimental or theoretical; they must be in the spirit of, and related to, Project Physics. Special guidance and facilities will be provided in electronic/electrical, mechanical, and audiovisual areas of applicability.

6 sem. hrs

#### Ph. 482-492—General Physics

A review of the traditional divisions of basic physics with special emphasis on "workshop" participation general discussion of problems arising in high school classrooms and the analysis and solutions of physical problems. Special experiments and demonstrations by participants according to field of interest. 6 sem. hrs.

#### Ph. 484-494—Elements of Electricity and Electronics

Theory, circuitry, and measurements in electricity and electronics. AC and DC nets are considered; solid-state as well as thermionic devices will be treated. Measurements will include resistivity, currents, potentials, capacitance, and inductance. Instrumentation will be adaptable to the high school inventory as far as practicable. Experiments will include oscillators, amplifiers, photo and control devices. 6 sem. hrs.

#### Ph. 488-498—Advanced Projects

Independent study and activity by participants in generating materials considered by them to be especially needed and useful in science classes and demonstrations. The facilities of the entire department will be available for use. This includes the dark rooms and other photographic facilities, machine and carpentry shops, and instructional lab equipment in all fields of general physics. Enrollment is strictly limited to participants who present evidence of special competence in either audio-visuals or in demonstration apparatus construction. 6 sem. hrs.

#### Ph. 495—Basic Optics and Wave Motion

Geometrical and physical optics using simplified equipment readily available. Fundamental principles, rather than completed optical instruments, will be emphasized. Primarily a laboratory course modeled after the Palmer manual. 3 sem. hrs.

#### Ph. 496—Atomic Physics

Origin and development of some of the more important concepts of the physics of the 20th Century, with main emphasis being placed on introductory quantum principles, the extra-nuclear structure of the atom, and an introduction to radioactivity and nuclear processes. 3 sem. hrs.

#### Ph. 499—Research

2-4 sem. hrs





*"The lists of Administration, Committees, and Faculty are for the academic year 1973-74, corrected to August 15, 1973."*



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L. P. Gary, Jr., Ph.D., *Assistant Dean of the College of Arts and Sciences*

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## Office of Business and Finance

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FACULTY RESEARCH: Henry Amato, *Chairman*, John Cave, Shu-jan Liang, D. L. Losman, G. Ralph Smith, Marguerite Van Landingham, Jacques E. Yenni, S.J.

GRADUATE STUDIES: Lowell C. Smith, *Chairman*, Henry Amato, Irving Fosberg, G. Wallace Leftwich, Shu-jan Liang, Marguerite Van Landingham, Jacques E. Yenni, S.J.

LIBRARY: Thomas O. Jones, Jr., *Chairman*, G. Ralph Smith, Jacques E. Yenni, S.J., and two students.

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LIBRARY: Charles E. Braswell, *Chairman*, James Bastien, Elise Cambon, Janet S. Martin.

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## GRADUATE FACULTY

HENRY AMATO, Ph.D., *Associate Professor of Marketing.*

B.S., Southeastern Louisiana University, 1962; M.S., University of Southwestern Louisiana, 1968; Ph.D., Tulane University, 1972.

ALVIN AUBRY, Ed.D., *Associate Professor of Education.*

B.A., Xavier University, 1937; M.A., *Ibid.*, 1950; Ed.D., University of Indiana,

JAMES BASTIEN, Mus.M., *Associate Professor of Piano, Chairman of the Department.*

B.M., Southern Methodist University, 1957; Mus.M., *ibid.*, 1958.

E. LETITIA BEARD, Ph.D., *Professor of Cellular Physiology*

B.A., Texas Christian University, 1952; B.S., *ibid.*, 1953; M.T. (A.S.C.P.), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.

FRANCIS A. BENEDETTO, S.J., Ph.D., *Special Assistant to the President; Vice President for Communications, Professor of Physics.*

A.B., St. Louis University, 1936; M.S., Fordham University, 1940; Ph.D., *ibid.*, 1946.

SAMSON P. BORDELON, Ph.D., *Assistant Professor of Education*

B.A., St. Michael's College, 1943; M.Ed., Louisiana State University, 1953; Ph.D., University of Southern Mississippi, 1966.

ALLEN I. BOUDREAUX, M.B.A., *Professor of Accounting.*

B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.

\*CARL H. BRANS, Ph.D., *Professor of Physics; Chairman of the Department*

B.S., Loyola University, New Orleans, 1957; Ph.D., Princeton University, 1961.

CHARLES E. BRASWELL, Mus.M., *Professor of Music Therapy, Chairman of the Department.*

B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.

JOE B. BUTTRAM, Ph.D., *Professor of Music Education; Chairman of the Graduate Department; Dean of College of Music.*

B.M., North Texas State University, 1954; M.M.E., *ibid.*, 1957; Ph.D., Kansas University, 1967.

LORYNNE CAHN, M.Ed., *Assistant Professor of Education.*

B.S., New York University, 1950; M.Ed., Loyola University, New Orleans, 1969.

ELISE CAMBON, Cand. Ph.D., *Professor of Organ.*

B.A., Newcomb College, 1939; Mus.M., University of Michigan, 1947; Cand. Ph.D., Tulane University, 1972.

\* On Leave of Absence.

- JAMES C. CARTER, S.J., Ph.D., *University Provost; Associate Professor of Physics.*  
B.S., Spring Hill College, 1952; M.S., Fordham University, 1953; Ph.D., The Catholic University of America, 1956; S.T.L., Woodstock College, 1959.
- MICHAEL J. CARUBBA, Mus.M., *Professor of Applied Music; Chairman of the Department.*  
B.M.E., Loyola University, New Orleans, 1949; M.M.E., Louisiana State University, 1951; Mus.M., *ibid.*, 1952.
- JOHN E. CAVE, Ph.D., *Assistant Professor of Management.*  
B.B.A., University of Minnesota, 1966; M.B.A., *ibid.*, 1968; Ph.D., *ibid.*, 1972.
- JOHN F. CHRISTMAN, Ph.D., *Professor of Biochemistry; Director of Graduate Studies and Vice President for Research.*  
B.S., Notre Dame University, 1944; M.A., Indiana University, 1946; M.S., University of Tennessee, 1948; Ph.D., *Ibid.*, 1950.
- L. CHOPIN CUSACHS, Ph.D., *Professor of Computer Science.*  
B.S., U.S. Naval Academy, 1956; Ph.D., Northwestern University, 1961; Diplôme d Études Supérieures, University of Paris, 1961.
- ANTHONY DIMAGGIO III, Ph.D., *Associate Professor of Biochemistry; Chairman of the Department of Chemistry.*  
B.S., Loyola University, New Orleans, 1956; Ph.D., Louisiana University, 1961.
- GEORGE M. DOSS, Ed.D., *Visiting Assistant Professor of Education.*  
A.B., University of Alabama, 1963; M.A., *ibid.*, 1971; Ed.D., *ibid.*, 1972.
- VERONICA M. EGAN, M.A., *Assistant Professor of Education.*  
A.B., Upsala College, 1946; M.A., Fordham University, 1948.
- MARY C. FITZGERALD, M.Ed., *Associate Professor of Education; Chairman of the Department of Education.*  
B.S., Loyola University, New Orleans, 1951; M.Ed., *ibid.*, 1956.
- IRVING A. FOSBERG, Ph.D., *Professor of Management.*  
B.A., New York University, 1937; M.A., Columbia University, 1938; Ph.D., New York University, 1940.
- JAMES FUGATE, Ph.D., *Assistant Professor of Mathematics.*  
B.A., University of Texas, 1963; M.A., Texas Christian University, 1967; Ph.D., *Ibid.*, 1971.
- HENRY A. GARON, M.S., *Associate Professor of Physics.*  
B.S., Loyola University, New Orleans, 1947; M.S., University of Notre Dame, 1950.
- MARILYN JEAN GUY, M.Ed., *Lecturer in Education.*  
B.S., University of North Dakota, 1969; M.Ed., University of North Dakota, 1971.
- CECIL HALLUM, Ph.D., *Assistant Professor of Mathematics.*  
B.S., Texas Tech University, 1966; M.S., *ibid.*, 1969; Ph.D., *ibid.*, 1972.
- JOSEPH HEBERT, JR., Mus.M., *Assistant Professor of Music Education; Director of Bands.*  
B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of Music, 1965.

SHARRI HEMBEL, M.S., *Instructor in Education.*

B.A., University of Wisconsin, 1968; M.S., *ibid.*, 1970; Cand. Ph.D., *ibid.*

THOMAS O. JONES, JR., D.B.A., *Associate Professor of Business Administration; Assistant Dean of College of Business Administration.*

B.S.M.E., University of Pennsylvania, 1956; B.S.B.A., University of Southwestern Louisiana, 1966; M.B.A., The George Washington University, 1968; D.B.A., The George Washington University, 1972.

DAVID G. KEIFFER, JR., Ph.D., *Associate Professor of Physics.*

B.S., Loyola University, New Orleans, 1952; M.S., University of Notre Dame, 1953; Ph.D., *ibid.*, 1956.

ROBERT J. KELLER, Ph.D., *Assistant Professor of Accounting.*

B.B.A., Tulane University, 1957; M.B.A., Loyola University, New Orleans, 1965; C.P.A., Louisiana, 1967; Ph.D., Louisiana State University, 1972.

MICHAEL F. KENNELLY, S.J., M.A., *University President; Associate Professor of Education.*

B.A., Spring Hill College, 1939; B.Ed. (Hons.), University College, Dublin, 1948; M.A., (Hons.), National University of Ireland, 1949.

KAMEL T. KHALAF, Ph.D., *Professor of Entomology.*

B.Sc., University of Baghdad, 1944; M.Sc., University of Oklahoma, 1950; Ph.D., *ibid.*, 1953.

CRESTON A. KING, JR., Ph.D., *Associate Professor of Physics.*

B.A., Rice University, 1958; M.A., Duke University, 1962; Ph.D., Rice University, 1965.

FRANK KOMITSKY, JR., Ph.D., *Associate Professor of Chemistry.*

B.S., Grove City College, 1960; Ph.D., The Ohio State University, 1964.

G. WALLACE LEFTWICH, M.B.A., *Professor of Accounting.*

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\*ROLAND LESSEPS, S.J., Ph.D., *Associate Professor of Biology.*

B.S., Spring Hill College, 1958; Ph.D., The Johns Hopkins University, 1962.

SHU-JAN LIANG, Ph.D., *Associate Professor of Economics.*

B.A., National Taiwan University, 1958; M.A., University of California, 1967; Ph.D., University of Oklahoma, 1970.

DONALD L. LOSMAN, Ph.D., *Associate Professor of Economics.*

B.S., University of Florida, 1963; M.A., *ibid.*, 1964; Ph.D., *ibid.*, 1969.

HOWARD G. MAESTRI, M.B.A., *Lecturer in Business Administration.*

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KARL A. MARING, S.J., Ph.D., *Professor Emeritus of Physics.*

A.B., Woodstock College, 1915; A.M., *ibid.*, 1916; Ph.D., St. Louis University, 1932.

JANET SITGES MARTIN, Cand. Ph.D., *Assistant Professor of Piano and Theory.*

B.M., Florida State University, 1955; M.A., Mills College, 1956; Cand. Ph.D., Louisiana State University.

\* On leave of absence.



- PATRICK McCARTY, Ph.D., *Associate Professor of Theory and Composition; Chairman of the Department.*  
B.M., West Virginia University, 1952; Mus.M., Eastman School of Music, Rochester, 1953; Ph.D., *ibid.*, 1958.
- JOHN T. McHALE, Ph.D., *Associate Professor of Plant Physiology.*  
B.S., Iona College, 1955; Ph.D., University of Texas, 1965.
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